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ABSTRACT

This curriculum guide is the first step in a total home and family life curriculum revision in the state of Washington aimed at helping students solve problems and study issues that have an impact on home and family life. The guide contains two model, nonsequential, comprehensive courses that may be adopted or adapted by school districts. The guide has three major sections. The first section, "Getting Started," has eight topics and seven lessons designed to prepare students at all levels to make decisions, solve problems, assume leadership roles, and achieve goals individually and in groups. The second section, "Personal Choices," examines seven issues of concern to younger students (grades 5-9): self-esteem, getting along at home and with others, handling change, managing money, improving health, and planning the future. The third section, "Management of Home and Work," designed for high school students, focuses on their future lives. Its seven issues and related topics cover healthy and balanced lives, relationships, community service, stress management, preparing for the future, parenting, and coping with crisis. Each lesson issue includes topic, suggested objective, leadership skills, evaluation techniques, resources, activities, and handout/transparency materials. The guide also contains an 18-item thinking skills bibliography, a lesson plan model, and a list of the curriculum team members and contributors. (KC)

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FAMILIES AND FUTURES 2000

A RESOURCE FOR PLANNING COMPREHENSIVE HOME AND FAMILY LIFE EDUCATION PROGRAMS

WORKING PAPERS

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FAMILIES AND FUTURES 2000

A TEACHER RESOURCE
FOR ASSISTING YOUNG MEN AND WOMEN
TO
ASSUME THEIR ROLES AS PRODUCTIVE INDIVIDUALS,
FAMILY MEMBERS AND COMMUNITY LEADERS
THROUGH
HOME AND FAMILY LIFE EDUCATION

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SECTION 1

INTRODUCTION

FAMILIES AND FUTURES 2000

SECTION 1 INTRODUCTION

Table of Contents 1
Background 5
Using the Guide to Implement Goal and Learner Outcomes 7

SECTION 2 GETTING STARTED

FOR USE WITH ALL AGES AS AN INTRODUCTION OR REVIEW

TOPICS

Setting the Tone 1
Planning Process for Problem Solving and Decision Making 7
Dealing with Feelings 15
Cooperative Learning 23
Learning Styles 37
Leadership in the Family 45
Take the Lead (Power Of One) 53
Critical Thinking

SECTION 3 PERSONAL CHOICES

DESIGNED PRIMARILY FOR THE INTERESTS OF YOUNGER STUDENTS

ISSUES AND TOPICS

1 How Can I Feel Good About Myself?
- A Better You (Power of One) 1
- Clothing Care 3
- Self-Esteem
- Grooming
- Clothing Choices

2. How Can I Manage And Get Along At Home?
- Chores 15
- Taking Care of My Things 21
- Family Ties (Power of One) 27
- Sibling Relations
- Privacy and Relations
- Finances
- Nutritious Snacks and Meals
- Safety and Emergencies
- Roles/Leadership
- Energy Conservation
- Positive Free Time Activities

3. How Can I Get Along With Others?
- Friendship 29
- Manners and Compliments
- Personal Standards
- Sharing and Borrowing
- Communication
- Values

PERSONAL CHOICES (continued)

3. How Can I Get Along With Others? (continued)
   - Relationships
   - Handling Rejection
   - Refusal Skills

4. How Do I Handle Change?
   - Stress 39
   - Lifecycle changes
   - Boy/girl relationships
   - Moving
   - Personal development
   - Resources

5. How Can I Get and Spend Money?
   - Possible Jobs 55
   - Choosing and Buying Snack Foods 59
   - Babysitting
   - Entrepreneurship
   - Spending Plans
   - Banking and Record Keeping
   - Employer Expectations
   - Job Applications and Interview (Star Event)
   - Recycling

6. Why should I and How Can I Improve My Health?
   - Nutrition Controversies 65
   - Food Choices 75
   - Alcohol and Drugs
   - Recreation
   - Safety/Sanitation
   - Exercise
   - Heredity
   - Disease
   - Balance Wellness
     - Emotional
     - Social
     - Physical
     - Intellectual
     - Spiritual

7. How Do I Plan For My Future?
   - Interaction with Children 95
   - Working on Working (Power Of One) 109
   - Skills for a Healthy Family
   - Parenting
   - Goal Setting

SECTION 4 MANAGEMENT OF HOME AND WORK

DESIGNED PRIMARILY FOR THE INTERESTS AND CONCERNS OF OLDER STUDENTS

ISSUES AND TOPICS

1. How Do I Lead A Healthy and Balanced Life?
   - Drugs and Alcohol 1
   - Sexuality
   - Self-Esteem
   - Looking Good
   - Food Choices
   - Exercise/Fitness
   - Resources
   - Eating Disorders

2. How Do I Have Successful, Satisfying Relationships?
   - Male/Female Roles 11
   - Dating Violence 13
   - Marriage 25
   - Relationship with Parents
   - Conflict Resolution
   - Communication Skills
   - Being Accepted
   - Sexuality
   - Racial Issues
   - Negotiating Skills
   - Resources

3. How Can I Impact My Community?
   - Parliamentary Procedure 33
   - Global Concerns 43
   - World Food Supply 49
   - Responsibility to Community
     - Responsible Citizenship
     - Volunteerism
     - Political Involvement
   - Environmental Concerns
   - Population Concerns
   - Resources

4. How Do I Manage Stress?
   - Conflict Management 57
   - Leisure Time Activity 63
   - What is Stress?
   - Adapting to Change
   - Time Management
   - Stress Reduction and Management
   - Resources

5. How Do I Prepare For My Future?
   - Money Management 71
   - Career Interests/Job Skills 77
   - Living Environments
   - Living On Your Own

MANAGEMENT OF HOME AND WORK (continued)

5. How Do I Prepare For My Future? (continued)
Independence
Resources

6. How Can I Be A Good Parent?
Parenting Decisions 101
Healthy Families
Child Abuse
Resources

7. How Do I Cope With Crisis?
Domestic Violence 107
Coping with Loss
Unplanned Pregnancy
Runaways
Job Loss
Death
Divorce
Abuse
Suicide
Resources

SECTION 5 RESOURCES AND ACKNOWLEDGEMENTS

Thinking Skills Bibliography 1
Blank Lesson Plan Format 5
Curriculum Team and Contributors 7

BACKGROUND

FAMILIES AND FUTURES 2000 is the final step in a several year process of study, review and analysis.

Whenever curriculum or programs are reviewed and revisions or changes are considered, the overriding question is "why." Change is frequently cited as being an integral part of the answer - change in needs, change in resources, change in thinking, change in attitudes etc.

Home and family life teachers throughout the state began over two years ago, to ask some hard questions:

"What is the role of home and family life education in the total education of students?"

"Of all that has been included in home and family life education, what is the MOST important or essential?"

"In the face of current social, political, and economic trends, what should be included in a quality home and family life program?"

The discussions involved community members, parents, administrators, teachers and employers. Each group reflected on the nature of the family and it's importance to society. It was clear that dysfunctional families - those which failed to provide adequate food, safety, nurture, security and health care - result in high social and economic costs. Individuals who grew up homes which provided opportunities and support for mental, physical and social growth have increased positive potential for contributing to the future of a community, the state and the nation.

Preparation for quality life in the 21st century requires a re-ordering of priorities. With the whole of the education community moving to prepare young men and women for a future of ever increasing challenges, an explosion of information and expanding technology, home and family life education needs to focus on those skills which enhance the ability of individuals and families to be effective and productive both at home and in the world.

Preparation for quality individual and family life is the role of home and family life education. Students must continue to be provided the opportunity to practice basic skills of reading, writing and computation through problem solving and decision making about real, everyday issues - what to eat, where to live, how to love and be

loved, when to parent. The focus of the future is on process as well as content, with an increase in skills related to relationships, parenting, self-esteem, consumer choices and resource management.

FAMILIES AND FUTURES 2000 is the first step in a total home and family life curriculum revision which will strengthen the ability of students to recognize complex problems, examine competing points of view, and engage in dialogue leading to problem solution for issues which impact individuals and families and ultimately the world in which we live.

NOTE TO ADMINISTRATORS AND CURRICULUM PLANNERS

Every student in every school district should be encouraged to participate in at least one semester of a comprehensive home and family life program prior to high school completion.

FAMILIES AND FUTURES 2000 is a plan for two model, non-sequential, comprehensive courses.

Each school or district, in cooperation with a local representative advisory committee, should decide whether to:

a. offer the two semester model courses at appropriate levels;
b. use the model curriculum to revise or re-focus existing basic or comprehensive courses;
c. develop a locally planned comprehensive course using the content and processess of the model curriculum.

In addition to one or more comprehensive courses which may be offered, a district may also choose to include one or more specialized semester courses.

USING THE GUIDE
TO IMPLEMENT THE GOAL AND LEARNER OUTCOMES

FAMILES AND FUTURES 2000 has three major sections:

GETTING STARTED
The eight topics and seven lessons in this section are designed to prepare students at all levels to make decisions, solve problems, assume leadership roles, and achieve goals individually and in groups. One or more of the lessons might be used as an introduction or throughout a course as student competence or group needs require.

PERSONAL CHOICES
A selection of seven issues that represent concerns or interests of younger students as they face the challenge of understanding themselves, the people around them and managing their personal lives and resources. The topics related to each issue provide a unique and innovative way to approach the traditional home and family life concepts while focusing on the development of a student's thinking and problem solving skills.

This course is specifically designed for students grades 6 through 8, but with adjustment to meet specific needs, may be well suited to grades 5 or 9.

MANAGEMENT OF HOME AND WORK
As young women and men face the prospect of completing high school, the major issues and concerns focus on their future lives as individuals, family and community members. Many are beginning to recognize that maintaining a quality home life while being productive on the job and a contributing member of a community will require excellent interpersonal and management skills.

The seven issues and the related topics of this section, integrate the essential concepts of managing a home and family while recognizing the unique diversity of individual and family values and goals, as well as the cultural, ethnic and religious backgrounds which impact decisions and choices.

The lessons included in this edition of the resource guide, set the tone and pattern for additional lessons that will be developed throughout the year. Teachers are encouraged to share ideas, resources and plans which will complete or enhance topics included in these WORKING PAPERS.

FAMILIES AND FUTURES 2000

GOAL

TO DEVELOP PERSONALLY SATISFYING AND SOCIALLY PRODUCTIVE LIVES IN INDIVIDUAL, FAMILY AND OTHER COOPERATIVE SETTINGS.

The plans and suggestions for student learning in this guide are designed to integrate both content and process skills. The Learner Outcomes apply to all plans and describe what is most important for a student to know or be able to do as a result of either activities in this guide or others a teacher or students may design.

LEARNER OUTCOMES

STUDENTS WILL:

1. USE CRITICAL THINKING, CREATIVE THINKING.AND THE PLANNING PROCESS FOR PROBLEM SOLVING AND DECISION MAKING IN INDIVIDUAL AND GROUP SETTINGS;

2. MANAGE HUMAN, ECONOMIC, MATERIAL AND INFORMATION RESOURCES;

3. RESPOND PROACTIVELY TO TECHNOLOGICAL, POLITICAL, ECONOMIC, GLOBAL AND SOCIAL CHANGES AS THEY AFFECT FAMILIES AND INDIVIDUALS;

4. ESTABLISH AND MAINTAIN SATISFYING INTERPERSONAL RELATIONSHIPS;

5. BALANCE FAMILY, HOME, SCHOOL AND WORK RESPONSIBILITIES.

SECTION 2

GETTING STARTED

FOR USE WITH ALL AGES AS AN INTRODUCTION OR REVIEW

LESSON ISSUE: **GETTING STARTED**

TOPIC (SOMETHING TO **THINK** ABOUT): **SETTING THE TONE**

SUGGESTED OBJECTIVE: **Create a classroom environment which will foster trust, caring and support.**

LEADERSHIP SKILLS: Critical thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Participation in activity. Class discussion and answers.

SOMETHING TO **THINK** WITH: (Resources)	**Can "U" Find** scavenger Hunt sheet. **Getting Acquainted by Interview** sheet.
SOME WAYS TO USE **THINKING** (Process-Activities)	Complete one or both of the following activities: -**Can "U"Find** - scavenger hunt (directions on sheet). -**Getting Acquainted by Interview**. (directions follow) Follow-up with a class discussion: -"What kinds of things did you find out about people?" -"How did it feel to meet new people? to be interviewed and to be introduced?" -"What new things did you learn about people you already know?" -"How did it feel to have new people use your name?" -"Why might knowing names be important in the class?" Conclude with statement about the class and importance of using names and recognizing individual uniqueness.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Have lunch with someone new. -Sit by someone you met today in another class

CAN "U" FIND?

This is a person to person human scavenger hunt. Walk around and try to find someone in the group who matches each question. Write their name on the line next to the question. This is your chance to get to know new people. You can only use a name one time!

1. Someone with the same color eyes as you. _____
2. Someone born in the same state as you. _____
3. Someone who likes to sing in the shower. _____
4. Someone who has the same favorite dessert as you. _____
5. Someone who has lived outside of Washington State. _____
6. Someone who has seven or more letters in their first name. _____
7. Someone who likes to exercise. _____
8. Someone who watches less than five hours of TV/week. _____
9. Someone who can cross their eyes. _____
10. Someone who has been told in the last week that he/she is loved or special.

    _____
11. Someone who feels it is okay to cry. _____
12. Someone who walks to school. _____
13. Someone who has six or more people in their family. _____
14. Someone who is the youngest in the family. _____
15. Someone who loves comic books. _____
16. Someone who would like to write a book. _____
17. Someone who delivers or has delivered newspapers. _____
18. Someone who has a pet. _____
19. Someone who has seen the same movie at least three times. _____
20. Someone who likes to cook. _____
21. Someone who loves to laugh. _____
22. Someone who has double pierced ears. _____
23. Someone who has never had a cavity. _____

GETTING ACQUAINTED BY INTERVIEW

Using the idea of a personal interview to learn about new members to a group is effective because people can get acquainted through visiting with each other and then sharing what they have learned with the rest of the group. People often would rather talk about someone other than themselves and this interview technique may be less difficult than talking about yourself to the group.

The leader divides the group into pairs. Allow 10-15 minutes for each to interview the other. Some questions to get the interview started are listed below. When the interviews are completed, have each person in the group stand and tell several things that they have learned about their partner as they do the introduction.

1. Name and nickname.
2. Where born, raised, presently live.
3. Family background: How many brothers, sisters; where they are in the birth order; other facts of interest.
4. Main interests, hobbies, what they like to do for fun.
5. Education background, where going to school if a student, what plan to do with their education.
6. Career, job, travel plans and experiences.
7. Favorite foods, T.V. programs, books, animals, and color.
8. Most embarrassing experience.
9. Nicest thing that has ever happened to them.
10. Something about them that nobody would know unless they told such as hidden talent, secret desire, funny middle name, etc.

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LESSON ISSUE: **GETTING STARTED**

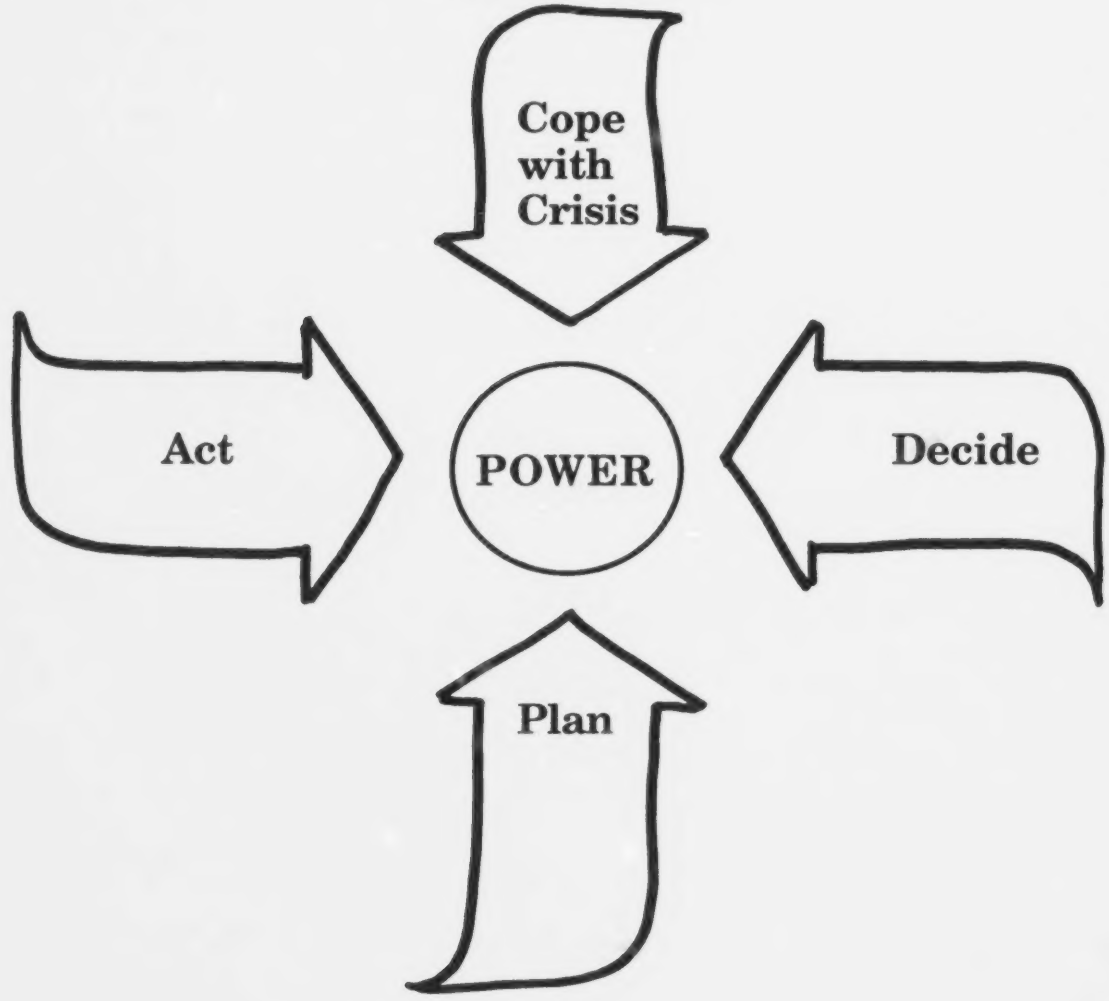
TOPIC (SOMETHING TO **THINK** ABOUT): **PLANNING PROCESS FOR PROBLEM SOLVING AND DECISION MAKING**

SUGGESTED OBJECTIVE: **Use the decision making process as an individual.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making, Critical thinking.	EVALUATION TECHNIQUES: Student evaluation of the planning process.

SOMETHING TO **THINK** WITH: (Resources)	Information on alcohol and related problems (could be any related articles/pamphlets). **Focus on Choices** **The Planning Process** **Student Evaluation Guide**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Explain the **Focus on Choices** transparency. "Every time you make a decision, you first have to cope with a situation and deal with your feelings. Then you decide what you're going to do in the situation. Plan your actions. Act and Evaluate. These four steps are what give you personal power to create a future of your choice." -Explain and have students write down steps in the planning process using the transparency or use a handout. Go through the steps as a class using a non-value laden issue of high student interest(i.e., changing school colors, girls in football, McDonald's serving school lunch). -Assign an individual decision-making problem. "I'm in a situation involving alcohol (each student defines the specific situation)", "How do I stay out of trouble?" -During the next class period, students trade papers and evaluate the other person's process using the **Student Evaluation Guide** transparency. If the student earns less than 90% they get another problem, i.e., "How do I get a part-time job?" or "How do I decide what car to buy?" Repeat the evaluation process the next day. For students who still do not complete the assignment the next problem is, "What do I have to do to get my homework done?" A possible forth assignment, "What will happen if I fail this class?"
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Further homework assignment or extended learning, apply the planning process for problem solving and decision making, i.e., Decide what you can do (not buy) to show someone that you care about them. Students check each other using the **Student Evaluation Guide** transparency.

Focus on Choices



PLANNING PROCESS - TRANSPARENCY

THE PLANNING PROCESS

for Problem Solving/Decision Making

Identify Concerns

1. Define Problem - Put that in the form of a question.
2. Brainstorm Possible Solutions - at least six.
3. Narrow Choices to three - look briefly at good and bad points.
4. Determine advantages and disadvantages of each of the three. (What would happen if I chose each of these?)
5. Consider influences for all three.

External	Choice 1	Choice 2	Choice 3
family option			
money available			
time			
friends opinion			

Personal
values
life goals
feelings

6. List effects of all three.

	Choice 1	Choice 2	Choice 3
family			
peers			
community (school)			

If everybody made this same choice, what would the effect be on each?

Set Your Goal

DECIDE-choose one alternative based on answers to #4, 5, and 6.

Form a Plan

FORM A PLAN for that alternative

Act

CARRY OUT THE PLAN

Follow-Up

ANALYZE/Evaluate

Choose another alternative if needed and act again

STUDENT EVALUATION GUIDE

Trade homework assignments with someone close to you and begin correcting papers.

Each step is worth five points.

1. Is the problem in the form of a question?

2. Are there six possible solutions?

3. Did they narrow choices to three?

4. Did they determine advantages and disadvantages for all three?

5. Did they consider influences (external and personal) for all three?

6. Did they list the affects of all three?

7. Did they choose one?

8. Did they Form - a - plan?

9. Act

10. Did they evaluate their chosen solution?

LESSON ISSUE: **GETTING STARTED**

TOPIC (SOMETHING TO **THINK** ABOUT): **DEALING WITH FEELINGS**

SUGGESTED OBJECTIVE: Accept personal feelings and develop a process to handle feelings in a positive way.

LEADERSHIP SKILLS:Planning process for problem solving and decision making, Critical thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Completing the process by working through both assigned and real life situations.

SOMETHING TO **THINK** WITH: (Resources)	**Four Phase Feeling Fixer** transparency, situation sheet and worksheet.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Explain the **Four Phase Feeling Fixer** technique using transparency. -Each co-op group choose 3 problems from the situation sheet and complete worksheet. -Assign individual students to work through the four steps using a real problem. Evaluate by rotating around classroom Check to be sure steps are complete and solutions are realistic.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Use this process as needed during the semester.

"FOUR PHASE FEELING FIXER" SITUATIONS

Names _____
Period _____
Date _____

In your cooperative group, choose three of the five situations below. Solve each problem using the Four Phase Feeling Fixers Worksheet. Each student must contribute to the solution. You may decide who does what but you must show where all members contributed and each person must be able to explain how to solve the problem.

1. Recently John has been betting stomachaches in his first period English class. He has never liked English. The fact that he doesn't get along with his teacher makes matters even worse. John has been putting off doing his English homework in the evening in the last few weeks. He has been getting up early and doing it before school instead. Because of this, John is rushed in the mornings and sometimes doesn't get his homework finished. Other times, he is late for school.

2. Sally lies awake worrying at night and she often has trouble getting to sleep. She worries about her health, her grades, her future, dates, and money. And she worries about not begin able to sleep!

3. Joe has felt irritable, but he can't understand why he feels this way. He doesn't have a lot of worries or hectic schedule. In fact, all Joe ever does is sit in front of the TV and eat junk food.

   Joe's evenings are all similar. When he gets home from school, he plops in front of the TV to watch soap operas. He sits there eating and drinking soda until the six o'clock news. Then he changes to early evening reruns and cookies. Joe munches on chips during his favorite nighttime shows and nibbles on candy during the late movie.

4. Sonya is an active girl. Recently her busy schedule has been interrupted by headaches. Normally, she jogs two miles each morning. Then she comes home, showers, dresses, and goes to school. As FHA Chapter president, Sonya often spends her lunch period arranging meetings, writing letters, posting notices, and typing memos. After school, Sonya has volleyball practice. Then she heads home where she spends a couple of hours taking care of younger siblings and fixing dinner. When her parent(s) come home she goes to visit a friend for an hour or two. She returns home and does her homework before going to bed.

5. Jason feels like he has no control over his life. This feeing has caused him to become depressed. He hasn't always felt this way. But a few months ago, Jason's mother got a new job. This meant that Jason and his family had to move. The week before the move, Jason's grandfather died.

   Jason has been in his new home for two months now, but his life still has not returned to "normal." Last week, Jason's mother had a baby boy. His parents brought the baby home from the hospital yesterday.

THE FOUR PHASE FEELING FIXER WORKSHEET

PROBLEMS	SITUATION 1	SITUATION 2	SITUATION 3
Identify your feelings.			
Decide if the feelings you have are realistic. If they are not, what is realistic?			
Accept the feelings you are having, then do something that you enjoy.			
Decide what can change. Yourself? The situation? The other person? Make a plan for change.			

THE FOUR PHASE FEELING FIXER

1. Identify and acknowledge your feelings.

Accept your feelings as they are, do not judge your feelings.

2. Decide if the feelings you have are realistic.

Stand back as if you are someone else and decide if the feelings are realistic for the situation.

If they are not, what is realistic?

3. Accept the feelings you are having, then do something you enjoy.

Listen to music, be with friends, write, shop, exercise.

Make a mental note of the ones that work for you.

Use positive self talk.

4. Decide what you can change.

Yourself?
The situation?
The other person? Realize you have little control over others.
Make a plan for change.

From here, go on to the decision making process.

DEALING WITH FEELINGS - TRANSPARENCY

LESSON ISSUE: **GETTING STARTED**

TOPIC (SOMETHING TO **THINK** ABOUT): **COOPERATIVE LEARNING**

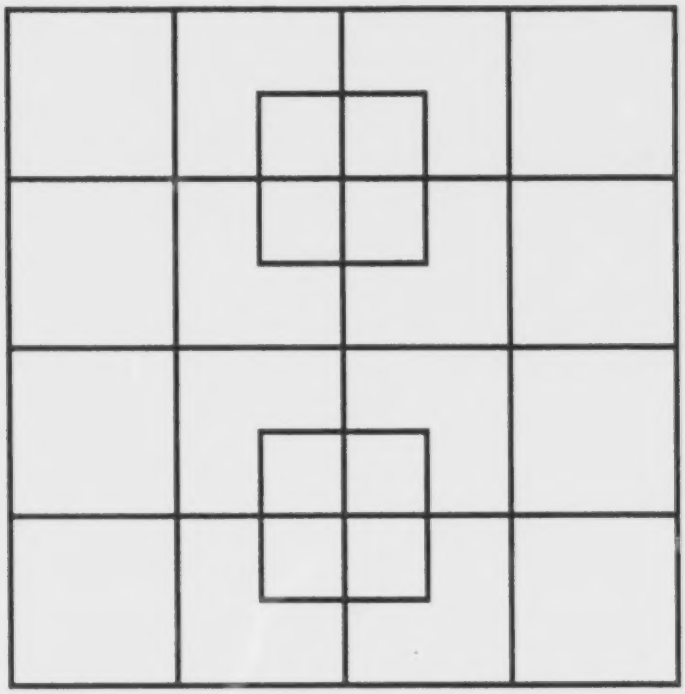
SUGGESTED OBJECTIVE: **Demonstrate cooperative learning skills.**

LEADERSHIP SKILLS: Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Cooperative Skills checklist.

SOMETHING TO **THINK** WITH: (Resources)	-**Squares Assignment** -**Mutilated Squares** Activity -**Cooperative Skills Checklist** and transparency -**Washington License Plate Worksheet** -**Teamwork Award**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Complete squares activity. -Discuss cooperative skills using transparency. Relate to the squares activity. -Assign cooperative groups, with each having a heterogeneous mix of learning style, ability level, gender, personality, etc. -Do the **Mutilated Squares** activity along with the **Cooperative Skills Checklist**. -Each cooperative group names itself by making a personalized license plate. Present **Teamwork Award**.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Use co-op groups and **Cooperative Skills Checklist** as a method of teaching course content (examples throughout guide).

SQUARES ASSIGNMENT

1. Each individual count the number of squares (2 minute time limit).
2. Join with one other person, compare answers, and come to a consensus.
3. Join your pair with one other pair, compare answers, and come up with a team answer. Be prepared to explain it.



HOW DID I FEEL?

WHAT DID I NOTICE?

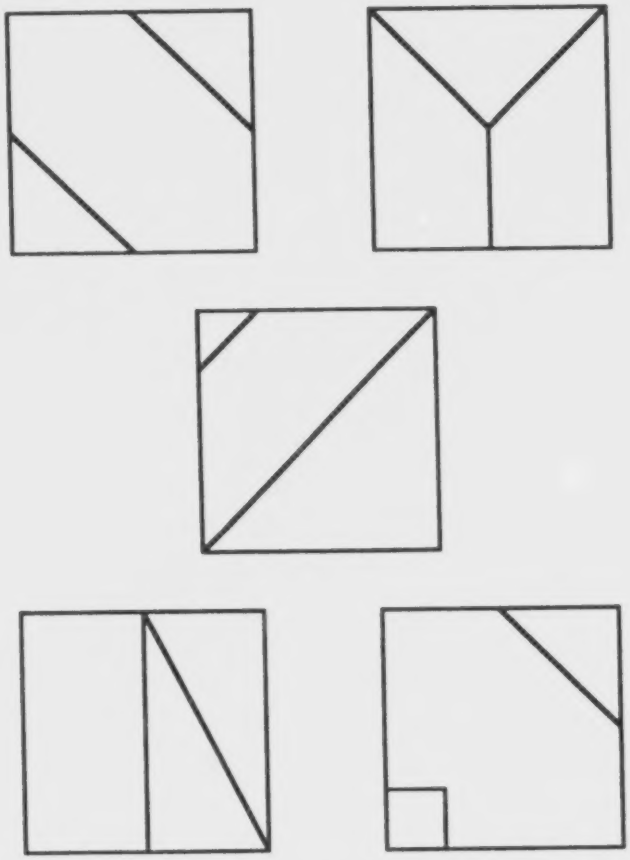
Cooperative Learning Center, David W. Johnson and Roger I. Johnson, 202 Pattee Hall, University of Minnesota, Minneapolis, MN 55455

MUTILATED SQUARES

There are six students in each group. Five people are each given five pieces of a puzzle, one piece from each of the five squares to be formed. The object of the game is to make five squares (equal squares) without talking or gesturing. The sixth person acts as the recorder and fills out the cooperative skills checklist.

Rules:
1. No Talking
2. No gestures
3. Only offer pieces - you may not grab a piece from another person
4. Must accept all pieces offered to you
5. Only one piece may be exchanged at a time

Drawings of completed squares (6" squares cut from heavy tagboard):



Cooperative Skill Checklist

DIRECTIONS FOR USE: (A) Put names of group members above each column. (B) Put a tally mark in the appropriate box each time a group member uses one of the five skills. (C) Make notes on the back when other significant interesting things happen.

	Student A	Student B	Student C	Student D	Student E	TOTALS
NAME:						
1. Working Together Share Materials Completed Jobs Reached Goal						
2. Communication Compliments, Encourages, Share, Help Each Other, Explaining						
3. Individual Responsibility Each individual completed their job and can explain what they learned.						
4. Social Skills Contributed Ideas, Feedback, Took Turns, Describes Feelings, Used Leadership Skills, Compromise						
5. Evaluation What did I do well and what do I need to improve? Do we agree?						

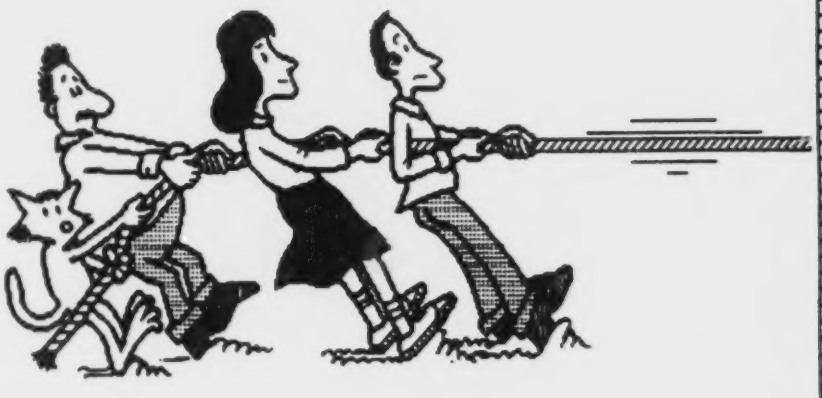
MAY
WASHINGTON

Washington

566752

Centennial Celebration

TEAM WORK AWARD



This certifies that you have been successfully using the skill of cooperation in the Home and Family Life class

GOOD JOB!

_____

. H&FL Teacher

COOPERATIVE SKILLS

1. WORKING TOGETHER

   MUTUAL GOALS, JOINT REWARDS, SHARED MATERIALS, INFORMATION, ASSIGNED JOBS.

2. COMMUNICATION

   ORAL SUMMARIES, GIVING AND RECEIVING EXPLANATION, AND COMPLIMENTS, ELABORATING, ENCOURAGING EACH OTHER.

3. INDIVIDUAL RESPONSIBILITY

   SUPPORTING AND HELPING EACH OTHER. RANDOM SELECTIONS OF INDIVIDUAL WORK MAY BE GROUP GRADE.

4. SOCIAL SKILLS

   COMMUNICATION: CONTRIBUTING IDEAS, DESCRIBING FEELINGS, GIVING FEEDBACK, TAKING TURNS.

   LEADERSHIP: USING KNOWLEDGE, BUILDING INTEREST, GUIDING DECISIONS, ORGANIZING EFFORTS, INVOLVING MEMBERS, COOPERATIVE DECISION MAKING, PROBLEM SOLVIN, CONSENSUS, COMPROMISE.

5. EVALUATION

   USING THE COOPERATIVE SKILL CHECKLIST ANALYZE HOW WELL WE COOPERATE TO REACH OUR GOAL.

LESSON ISSUE: **GETTING STARTED**

TOPIC (SOMETHING TO **THINK** ABOUT): **LEARNING STYLES**

SUGGESTED OBJECTIVE: **Recognize positive contributions of individual differences.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making, Critical thinking, creative thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Quality indicator questions on task sheet.

SOMETHING TO **THINK** WITH: (Resources)	-Any available learning style measurement tool, -**Learning Style Task Sheet** - **Cooperative Learning Jobs** transparency.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Administer learning style measurement tool. Divide students into groups of like learning styles with no more than 5 students in each. Explain that this is the only time they will be working with students of the same learning style. The purpose of this lesson is to learn about the other learning styles and how to work with people of different learning styles. -Give one Learning Style Task Sheet to each group. -Review assigned tasks and put the **Group Job List** on the overhead. -Students prepare presentations and give to class. -Decide whether students or teacher will choose the presentation method Possible methods: Concrete Random- mind mapping on tagboard Concrete Sequential- charts on tagboard Abstract Random- skits Abstract Sequential-notes on transparency
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Identify the learning styles in future cooperative groups. Assign cooperative groups based on a mix of learning styles.

Names _____

_____

Date _____

Period _____

LEARNING STYLE TASK SHEET

Your learning style is _____

TASK: Define and list five characteristics of your learning style in your own words. Prepare an illustrated talk of 2-5 minutes and present it to the class tomorrow.

GOAL: To increase effective learning individually and in groups by telling others how to work with people of your learning style.

MATERIALS NEEDED:

STEPS TO COMPLETION:

1. Write the definition in your own words:

2. List five characteristics of your group's learning style:

   a.

   b.

   c.

   d.

   e.

3. Diagram your visual materials. Show approximate size, color, message.

4. Obtain materials and make visuals.

5. Practice your presentation.

6. Evaluate your work according to these QUALITY INDICATORS:

   a. Are the visuals neat?

   b. Do they help make the idea clear?

   c. Does the information presented make it easier to work with a person of your learning style.

7. Make your presentation.

BE A GOOD AUDIENCE FOR OTHER PRESENTORS!

COOPERATIVE LEARNING JOBS

1. LEADER -- KEEPS THE GROUP ON TASK

2. RECORDER -- WRITES DOWN IDEAS, SOLUTIONS, ANSWERS, ETC.

3. READER -- LOOKS UP INFORMATION

4. CHECKER -- MAKES SURE ALL MEMBERS OF THE GROUP CAN EXPLAIN ANSWERS

LEARNING STYLES - TRANSPARENCY

GROUP JOBS

GET MATERIALS

DRAW DECORATIONS OR DESIGN

USE THE DICTIONARY

GLUE, CUT, PASTE

EVALUATE FOR QUALITY CONTROL

WRITE DEFINITIONS

LEARNING STYLES - TRANSPARENCY

LESSON ISSUE: **GETTING STARTED**

TOPIC (SOMETHING TO **THINK** ABOUT): **LEADERSHIP IN THE FAMILY**

SUGGESTED OBJECTIVE: **Describe how leadership skills influence family functioning.**

LEADERSHIP SKILLS: Critical thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Worksheet and Oral report.

SOMETHING TO **THINK** WITH: (Resources)	-House building activity materials (tape, paper,notecards, straws, toothpicks etc.) -Transparency- **Leadership in the Family**.. -**Leadership Skill in the Family** examples and worksheet.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Participate in the house building activity. Divide into co-op groups and build a house using material provided. Judge houses on creativity, strength and stability. Allow 25 minutes to build houses. -Explain the transparency, **Leadership in the Family**. -Have each group identify roles taken by members in their family during the house building activity. -In co-op groups, complete **Leadership Skills in the Family** worksheet, using a situation of their choice i.e.. going on vacation, death in the family, going out to dinner, family move, etc. -Each group give oral report to the class explaining the five skills and how they were used in their situation. -Discuss "Why Be A Leader?" -Best way to keep a family together. -Provides optimal quality of family life. -Enhances learning process. -Encourages effective decision making and goal setting. -Uses strengths of all family members.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Extend practice of this skill by assigning completion of the worksheet as students interact with their families in various situations. -As homework or an extended learning, students identify a situation where they use leadership skills in their family.

Leadership Skills in the Family

Name_____
Date_____
Period_____

Situation:

LEADERSHIP SKILL	EXAMPLES OF SITUATIONS USING THIS SKILL
USE KNOWLEDGE	List the jobs and how often do they need to be done.
BUILD INTEREST	Decide on a process for selecting and assigning jobs.
GUIDE DECISIONS	Make sure everyone knows their responsibilities and how to do them.
ORGANIZE EFFORTS	"Sell" the family members on the need for a clean house, the advantage of sharing and planning a schedule.
INVOLVE MEMBERS	Encourage the family members to do their job and recognizes a job well done.

LEADERSHIP IN THE FAMILY-EXAMPLE PAGE

Leadership Skills in the Family

Name_____
Date _____
Period_____

Situation:

LEADERSHIP SKILL	EXAMPLES OF SITUATIONS USING THIS SKILL
USE KNOWLEDGE	
BUILD INTEREST	
GUIDE DECISIONS	
ORGANIZE EFFORTS	
INVOLVE MEMBERS	

LEADERSHIP IN THE FAMILY

Leaders make sure jobs are done and goals are reached.

Leadership requirements differ from group to group. Some common skills are required of leaders in any family group.

USE KNOWLEDGE
Leaders in the family either have the knowledge or obtain the knowledge to teach or help others to complete the project or reach the goal. The teachers!

BUILD INTEREST
Family leaders can communicate, build, and maintain interest in the family goals and projects. The cheerleaders!

GUIDE DECISIONS
Family leaders need decision making skills to help the family set goals, plan events, do projects, manage money, and see the consequences of their decisions. They need to make sure decisions are made fairly and everyone is given a chance to voice his or her opinion. The architects!

ORGANIZE EFFORTS
Organization gives structure to a group. People need to know what being a family member involves, corresponding expectations, their role and who does what. The directors, contractors, and foremen!

INVOLVE MEMBERS
Family leaders involve everyone in the family. Unless people feel a part of the family they slowly lose interest in being an active member of the family. Family leaders allow and encourage members to share in the responsibility for their group and practice leadership skills. The recruiters!

IMAGINE IF EVERY FAMILY HAD ONE OR MORE MEMBERS WHO COULD USE ALL THE LEADERSHIP SKILLS. WHAT WOULD THAT BE LIKE?

Adapted from Chances and Choices, Ruth Abendroth, 1986.

LEADERSHIP IN THE FAMILY - TRANSPARENCY

LESSON ISSUE: **GETTING STARTED**

TOPIC (SOMETHING TO **THINK** ABOUT): **TAKE THE LEAD (POWER OF ONE)**

SUGGESTED OBJECTIVE: **Improve leadership skills.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making, Critical thinking, Creative thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Completion of project. Measurement team.

SOMETHING TO **THINK** WITH: (Resources)	POWER OF ONE -"Take the Lead" module
SOME WAYS TO USE **THINKING** (Process-Activities)	Day 1: -Explain POWER OF ONE - class project for individuals, extended learning, recognition. Show pins and certificates. -Have students fill out the "Take the Lead" concern checklist and identify 2-3 items for possible projects. -Go over the basic POWER OF ONE steps. -Pass out planning packet consisting of pages 24, 25, and 27. Explain these pages and have students fill them out and turn in stapled to their concern checklist. -Read over planning packets before class the next day and make comments. Day 2: -Show the following items on the overhead: planning evaluation sheet, page 28; follow up sheet, page 31; and final evaluation sheet, page 32. Explain measurement team meetings. -Choose measurement teams of one other student and one adult. Have students form groups of 2--they become the student part of the measurement team for each other. Have each pair choose an adult from faculty with planning during that class period, counselors, aides, administrators, secretaries, available parents, etc. (Some teachers prefer to form groups of 4 and some have acted as the adult team member for every student in their class.) - Pass back planning packets and have students make any needed revisions. Collect again.

	Days 3-5: -Contact faculty chosen and give sample forms. Schedule them for appropriate time (approximately 5 minutes per student) for a given date during class period. -Have any students who were absent for planning get caught up. -Develop a record keeping system for projects--use page 39 from POWER OF ONE publication or Appleworks data base, or notecards. -Explain to students their responsibilities as measurement team members. Day 6: -Briefly review measurement team meeting procedure. -During the class period, each team meets and reviews each project. -Students work on class assignment during time not being evaluated. -Students work on projects within the given time frame (four weeks works well). When due date approaches 3-4 day time period: a. Contact faculty and give them a sample of the final evaluation form. Give them the date and time for their evaluations. b. Use class time for evaluations. Students work on class assignment during time not being evaluated. c. If using FHA recognition, make record of projects completed under paid members and non-paid members. Paid members may receive pins. Certificates may be made for all project completers.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Recognition for project completed (ceremony, class meeting, banquet etc.)

SECTION 3

PERSONAL CHOICES

DESIGNED PRIMARILY FOR THE INTERESTS OF YOUNGER STUDENTS

LESSON ISSUE: **HOW CAN I FEEL GOOD ABOUT MYSELF?**

TOPIC (SOMETHING TO **THINK** ABOUT): **A BETTER YOU (POWER OF ONE)**

SUGGESTED OBJECTIVE: **Assess personal strengths and plan for self improvement.**

LEADERSHIP SKILLS: Critical thinking, problem solving and decision making in individual and cooperative settings.	EVALUATION TECHNIQUES: Measurement team and student completion of plan.

SOMETHING TO **THINK** WITH: (Resources)	POWER OF ONE lesson - "A Better You".
SOME WAYS TO USE **THINKING** (Process-Activities)	Day 1: -Explain POWER OF ONE - class project for individuals, extended learning, recognition. Show pins and certificates. -Have students fill out the "A Better You" concern checklist and identify 2-3 items for possible projects. -Go over the basic POWER OF ONE steps. -Pass out planning packet consisting of pages 24, 25, and 27. Explain these pages and have students fill them out and turn in stapled to their concern checklist. -Read over planning packets before class the next day and make comments. Day 2: -Show the following items on the overhead: planning evaluation sheet, page 28; follow up sheet, page 31; and final evaluation sheet, page 32. Explain measurement team meetings. -Choose measurement teams of one other student and one adult. Have students form groups of 2--they become the student part of the measurement team for each other. Have each pair choose an adult from faculty with planning during that class period, counselors, aides, administrators, secretaries, available parents, etc. (Some teachers prefer to form groups of 4 and some have acted as the adult team member for every student in their class.) - Pass back planning packets and have students make any needed revisions. Collect again.

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FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Recognition for project completed (ceremony, class meeting, banquet etc.)

LESSON ISSUE: **HOW CAN I FEEL GOOD ABOUT MYSELF?**

TOPIC (SOMETHING TO **THINK** ABOUT): **CLOTHING CARE**

SUGGESTED OBJECTIVE: Manage family laundry at home.

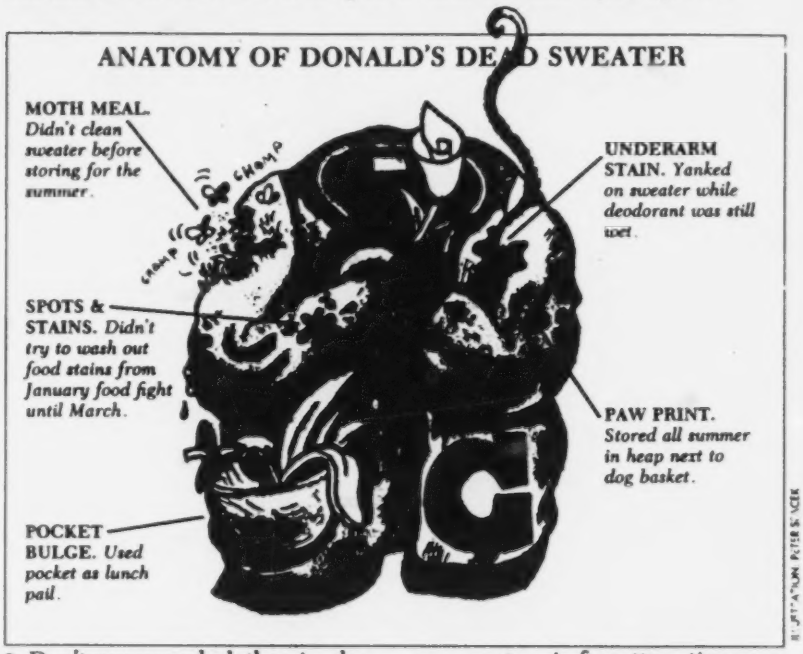
LEADERSHIP SKILLS: Planning process for problem solving and decision making.	EVALUATION TECHNIQUES: Laundry worksheet. Results of doing laundry at home.

SOMETHING TO **THINK** WITH: (Resources)	-**Parent letter** -**"18 ways to save the life of your clothes."** Article and worksheet -Butcher paper - Brainstorm list -Clothing with labels. -Fabric samples - materials to stain them. -Stain removal products. -**Learning about Laundry** worksheet -**Laundry Homework** assignment
SOME WAYS TO USE **THINKING** (Process-Activities)	-Review big ideas in **"18 Ways To Save The Life Of Your Clothes"** and in co-op groups answer questions on worksheet. -Ask "What needs to be learned before we actually wash clothes?" -Distribute clothing with labels. Evaluate the labels for usefulness and discuss fiber and color fastness. -Teacher demonstrates pre-treatment and stain removal. -Students sort laundry using **Learning About Laundry.**
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Student do laundry at home - complete **Laundry Homework.**

BASIC
KNOW-HOW

18 WAYS TO SAVE THE LIFE OF YOUR CLOTHES!

It's in there somewhere—that blue sweater, the one you want to wear Saturday night. The one you stashed in the back of your closet last spring . . .


ANATOMY OF DONALD'S DEAD SWEATER
MOTH MEAL. Didn't clean sweater before storing for the summer.
CHOMP
CHOMP
UNDERARM STAIN. Yanked on sweater while deodorant was still wet.
SPOTS & STAINS. Didn't try to wash out food stains from January food fight until March.
PAW PRINT. Stored all summer in heap next to dog basket.
POCKET BULGE. Used pocket as lunch pail.

Aha! There it is. Crumpled in the corner, under your tennis racket. You yank it out, only to find about 20 snags and countless creases. You try it on anyway, and that's when you spot the trail of dry, crusty ketchup from collar to hem. Face it—the only place this sweater can go is straight into the trash!

It's hard to admit, but, with simple care, this sweater would have been ready to wear on Saturday. Caring for clothes means more than keeping them clean (although that's important, too). Your clothes can look better and last longer if you practice these 18 lifesaving steps.

BEFORE WEARING . . .

- To prevent fabric stains, let wet deodorants dry thoroughly before you dress.
- Don't try to break records by dressing at top speeds. The only thing you'll break is the zipper.

WHILE WEARING . . .

- Give stains TLC right away. Fresh stains clean up fast; the longer they linger, the tougher the task.
- Don't stuff pockets. Put carry-alongs elsewhere so pockets don't get stained, unstitched, or stretched out.
- When it's time to do chores, take time to change. Wear old sweats while you do the dirty work.
- Outsmart stains by going undercover! Keep a napkin handy when you eat.

AFTER WEARING . . .

- Try airing out clothes that don't need washing, so wrinkles and odors vanish.
- Lift lint and dust by giving clothes the brush-off. (Use a soft-bristle brush on delicates.)
- Don't overcrowd clothes in closets and drawers. The tug-of-war you play to find something to wear can stretch them out of shape. For more space, create new storage areas. A prime spot: under your bed.
- Watch out for wire hangers—they poke holes, leave rust marks, and can ruin the shape of clothes. Choose wooden, plastic, or padded hangers that give support.
- Fold—don't hang—sweaters to keep them in tip-top shape.

BEFORE WASHING . . .

- Mend clothes before you put them in the wash. A washer or dryer can turn tiny tears into large holes.
- Zip zippers and button buttons so clothes stay in shape.
- Turn sweaters and knits inside out. Then, if yarns snag in the spin cycle, the snags stay out of sight.
- Check pockets to be sure they are empty. A forgotten tissue or stick of gum spells disaster in the washer. Remove sharp buckles and trims that can snag fabrics.

BEFORE STORING FOR THE WINTER OR SUMMER . . .

- Separate clothes by color so dark dyes don't "crock," or rub off, on light-colored fabrics.
- Wash or dry-clean all your clothes. Remove all spots, food stains, and body oils—they can weaken fibers and attract moths and other cloth-eating insects. Then pack in airtight bags or boxes.

LIFESAVING TIP TO REMEMBER . . .

- Read the care labels and heed their how-tos. Nothing ruins clothing faster then flinging a "hand wash in cold water" garment into the hot suds of a washing machine.

—Candace Botha Roman

CLOTHING CARE–BACKGROUND

3–5

Dear Parents:

Our present laundry unit in home economics will be a success if you can spend a few minutes to show your son or daughter how to operate your washer and dryer or the ones you use at the Laundromat. I hope all students will strive for an "A" as the extra practice will help them become more independent in doing their own laundry AND maybe the whole family's!

The requirements for each grade are listed at the bottom of the page. Please circle the grade earned and sign your name when the assignment is completed. Comments concerning the quality of the work done are welcome.

Due date is _____. Extra time can be given the student, if it is necessary.

Sincerely,

(Mrs.) Lois J. Mitchell
Home and Family Life Department
Oak Harbor Junior High

18 WAYS TO SAVE THE LIFE OF YOUR CLOTHES

Write the question and answer, in ink, on your paper.

1. It is a good idea to take time when dressing, to avoid . . .
2. An advantage of treating stains while they are still fresh is . . .
3. Clothes often do not need washing after every wearing if you _____ them out.
4. Three ways wire hangers can harm clothes are:

   a.

   b.

   c.
5. Turning sweaters and knits inside out before washing can reduce _____ that show.
6. The word "crock" means . . . .
7. Tell why care labels are important.

V307QG01

From Caring for a Home, © 1984, The Proctor & Gamble Company, by permission.

P & G Learning About Laundering

WHAT WASHES WELL TOGETHER?

Look over the list below. Divide the items into as many laundry loads as necessary.

Beside each item write a word or phrase explaining your decision.

Hint: Some items may need to be washed alone . . . and there might be more or less than eight loads.

WASHABLE ITEMS TO BE SORTED

Toddler's Corduroy Playsuits: pink, yellow, blue
Bathroom Rug: navy blue
Nylon Slips: white
Sports Shirts: colorful prints
Bath Towels: light stripes and prints
Socks: navy blue, dark red
Durable Press Pants: tan, light blue
Twin Acrylic Blankets: orange
Windbreaker: polyester/cotton, tan
Swimsuit: bright pink
Sheets/Pillow cases: white with floral print
Blouse: bright red
Sweatshirts: dark colors
Polyester Pant Suit: light green
Jeans: dark blue, dark green
Dress Shirts: light colors
Sheer Blouse: white nylon
Tablecloth: white

Laundry Load #1

Laundry Load #2

Laundry Load #3

Laundry Load #4

Laundry Load #5

Laundry Load #6

Laundry Load #7

Laundry Load #8

L A U N D R Y H O M E W O R K

Name _____

Date _____

_____1. Sort the laundry.

Read labels if you're not sure which to put together. Pretreat any specific stains, use the charts that I gave you.

_____2. Measure proper amount of detergent.

How much did you use? _____

_____3. Know how to operate the washer.

Use the correct wash temperature.

Use the correct wash action.

Use the correct water temperature for the rinse.

_____4. Know how to operate the dryer.

Use the correct temperature and time.

_____5. Use the back of this sheet. Fill in at least four (4) examples of each category of the items that are in your usual family laundry.

A = all 5 items plus 3 leads; wash, folded, and put away . . .

B = all 5 items

C = #3, 4, 5

D = #5 only

Parents: Please circle the grade earned and sign below:

_____

Comments:

SORTING - THE FIRST LAUNDRY STEP

STURDY WHITES	DELICATES
COLORFAST BRIGHTS AND MEDIUMS	POLYESTER KNITS/ DURABLE PRESS
NON-COLORFAST "BLEEDERS"	EXTRA-BIG THINGS

LESSON ISSUE: **HOW CAN I MANAGE AND GET ALONG AT HOME?**

TOPIC (SOMETHING TO **THINK** ABOUT): **CHORES**

SUGGESTED OBJECTIVE: **Develop skills in scheduling and completing household chores.**

LEADERSHIP SKILLS: Planning procedss for problem solving and decison making,Critical thinking, and Cooperative learning for inerpersonal relationships and communication.	EVALUATION TECHNIQUES: Completion of a project using planning process. Parents comments.

SOMETHING TO **THINK** WITH: (Resources)	**Cooperative Chores** worksheet and **Planning Process** papers.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Assign completion of **Cooperative Chores** to be done at home. In class, label four corners of the room.--"Children, Everyone, Mother, Father." -As you call out chores from worksheet, have students move to the appropriate corner. Discuss single parent, extended family, foster care, etc., influences on who does what. -Students evaluate their role in family and make plans on planning sheet to take responsibility for their chores. Encourage them to plan when they will do this and what products they will use.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Students follow plan for two weeks and return planning process paper with parent/guardian signature and evaluation.

Names _____
Period _____
Date _____
Parent Signature _____

DOING CHORES COOPERATIVELY

CHORE AND WHO DOES IT	DAILY	WEEKLY	OCCASIONALLY	SEASONALLY
Kitchen Who?				
Bathroom Who?				
Living Room/ Family Room Who?				
Bedroom Who?				
Automobiles Who?				
Shopping Who?				
Yard Who?				
Pets Who?				
Laundry Who?				

THE PLANNING PROCESS

Name _____

Identify Concerns (List projects that you could do)

1.
2.
3.
4.
5.

Set Your Goal (List the one project that you are going to do from the list above)

1.

Form a Plan

Who:_____
What:_____
When:_____
Where:_____
How: (List in order how you are going to do the work)

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Act Do project.....Do project.....Do project.....

_____yes I did the project as planned
_____yes I did the project, but I did not do_____
_____no I did not finish the project as planned because_____

Follow up

Do I need to change my plan? _____Yes _____No
If your answer is yes, what will you do differently next time?_____
_____
_____
_____

Do I pat myself on the back.....or kick myself and try again?

LESSON ISSUE: **HOW DO I MANAGE AND GET ALONG AT HOME?**

TOPIC (SOMETHING TO **THINK** ABOUT): **TAKING CARE OF MY THINGS**

SUGGESTED OBJECTIVE: **Read labels on and use cleaning products appropriately.**

LEADERSHIP SKILLS: Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Cooperative learning skill observation checklist.

SOMETHING TO **THINK** WITH: (Resources)	-Cleaning product worksheets -Cleaning product containers
SOME WAYS TO USE **THINKING** (Process-Activities)	-Each co-op group will complete the worksheets, identifying information on the package and what is on the package label. -Each co-op needs one product container. Each co-op has two readers and two recorders. They pair up to complete worksheets simultaneously and then teach the other pair what they learned. -Each co-op reports their findings to the class.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Use cleaning products information at home for chores.

IDENTIFYING INFORMATION ON THE PACKAGE

Identify the following information on your assigned product package.

Our Product _____

1. Brand Name _____
2. Type of Product _____
3. Manufacturer and Address _____
4. Toll-Free Phone Number _____
5. Net Contents _____
6. Size _____
7. General Claim of Product _____
8. Indication of Inspection by Rabbi for Use in Orthodox Jewish Homes _____
9. Trademark Registration _____
10. How to Open and Close Package _____
11. Production Code _____
12. Price _____

V307L801

WHAT'S ON THE PACKAGE LABEL?

Find the answers to these questions on the package label.

1. How much cleaning product should you use?

2. Should the cleaner be diluted in water? If so, how much water?

3. What are the steps for cleaning with the product?

4. Do you need to rinse?

5. Are there surfaces where this product should not be used?

6. Will the product disinfect?

7. What precautions, if any, are noted on the package?

8. Are any special ingredients listed? What are they?

9. For what different cleaning jobs can this product be used?

LESSON ISSUE: **HOW DO I MANAGE AND GET ALONG AT HOME?**

TOPIC (SOMETHING TO THINK ABOUT): **FAMILY TIES**

SUGGESTED OBJECTIVE: **Improve family relationships.**

LEADERSHIP SKILLS; Planning process for problem solving and decision making.	EVALUATION TECHNIQUES: Measurement team.

SOMETHING TO **THINK** WITH: (Resources)	POWER OF ONE Lesson Plan-"Family Ties" module
SOME WAYS TO USE **THINKING** (Process-Activities)	Day 1: - Explain POWER OF ONE - class project for individuals, extended learning, recognition. Show pins and certificates. -Have students fill out the "Family Ties" concern checklist and identify 2-3 items for possible projects. -Go over the basic POWER OF ONE steps. -Pass out planning packet consisting of pages 24, 25, and 27. Explain these pages and have students fill them out and turn in stabled to their concern checklist. -Read over planning packets before class the next day and make comments. Day 2: -Show the following items on the overhead: planning evaluation sheet, page 28; follow up sheet, page 31; and final evaluation sheet, page 32. Explain measurement team meetings. -Choose measurement teams of one other student and one adult. Have students form groups of 2--they become the student part of the measurement team for each other. -Have each pair choose an adult from faculty with planning during that class period, counselors, aides, administrators, secretaries, available parents, etc. (Some teachers prefer to form groups of 4 and some have acted as the adult team member for every student in their class.) -Pass back planning packets and have students make any needed revisions. Collect again.

	Days 3-5: -Contact faculty chosen and give sample forms. Schedule them for appropriate time (approximately 5 minutes per student) for a given date during class period. -Have any students who were absent for planning get caught up. -Develop a record keeping system for projects--use page 39 from POWER OF ONE publication or Appleworks data base, or notecards. -Explain to students their responsibilities as measurement team members. Day 6: -Briefly review measurement team meeting procedure. -During the class period, faculty and student evaluators go over the proposed projects with the students that chose them as their measurement team. -Students work on class assignment during time not being evaluated. Students work on projects within the given time frame (four weeks works well). When due date approaches 3-4 day time period: a. Contact faculty and give them a sample of the final evaluation form. Give them the date and time for their evaluations. b. Use class time for evaluations. Students work on class assignment during time not being evaluated. c. If using FHA recognition, make record of projects completed under paid members and non-paid members. Paid members may receive pins, certificates may be made for all project completers.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Recognition for project completed

LESSON ISSUE: **HOW CAN I GET ALONG WITH OTHERS?**

TOPIC (SOMETHING TO **THINK** ABOUT): **FRIENDSHIP**

SUGGESTED OBJECTIVE: **Evaluate personal characteristics for building and maintaining friendships.**

LEADERSHIP SKILLS: Planning process for problem solving and decision solving,Creative thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Friendship poll.

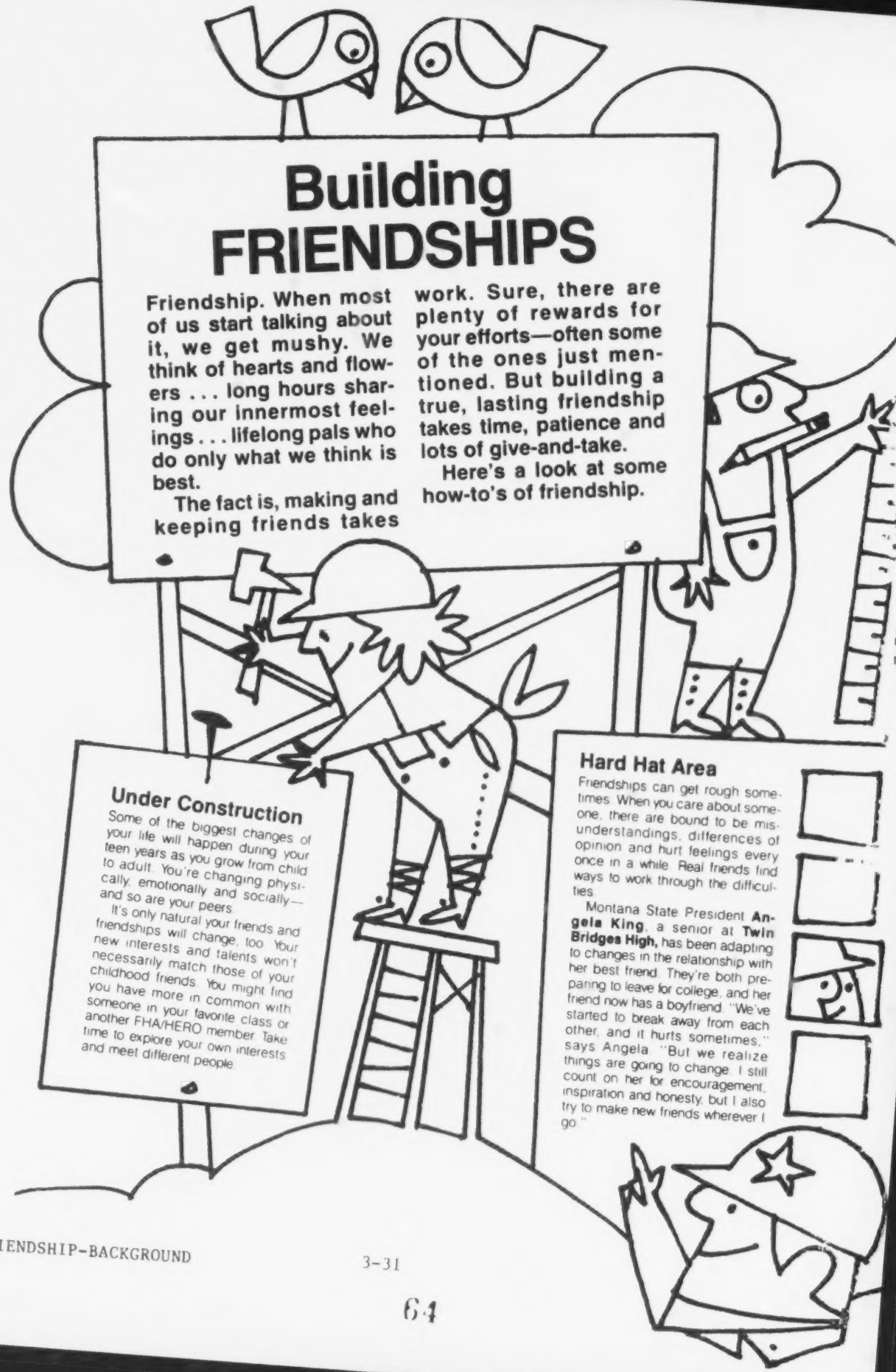
SOMETHING TO **THINK** WITH: (Resources)	"Building Friendships", TEEN TIMES, Jan/Feb '89 TEEN GUIDE, McGraw Hill '90, pages 55-61 TEEN ACTION, '89, Changing Times Educational. Service **Friendship Poll** **What Kind of Friend are You?** **Friend** sheet
SOME WAYS TO USE **THINKING** (Process-Activities)	-Choose letters when entering classroom from **Friend** sheet. -Form groups with people having same letters. -Identify adjectives that describe friendships that start with the letter you drew. Group selects three most selective. -Write three most selective on the board. -Evaluate self-on characteristics of a good friend using **Friendship poll.** -Discuss personal characteristics that make for building friendships. -To brainstorm activities groups and individuals can do tc promote friendships.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Plan and carry out a group and/or personal friendship building activity. -Re-evaluate with **What Kind of a Friend are You?**

Building FRIENDSHIPS

Friendship. When most of us start talking about it, we get mushy. We think of hearts and flowers . . . long hours sharing our innermost feelings . . . lifelong pals who do only what we think is best.

The fact is, making and keeping friends takes work. Sure, there are plenty of rewards for your efforts—often some of the ones just mentioned. But building a true, lasting friendship takes time, patience and lots of give-and-take.

Here's a look at some how-to's of friendship.



Under Construction

Some of the biggest changes of your life will happen during your teen years as you grow from child to adult. You're changing physically, emotionally and socially—and so are your peers.

It's only natural your friends and friendships will change, too. Your new interests and talents won't necessarily match those of your childhood friends. You might find you have more in common with someone in your favorite class or another FHA/HERO member. Take time to explore your own interests and meet different people.

Hard Hat Area

Friendships can get rough sometimes. When you care about someone, there are bound to be misunderstandings, differences of opinion and hurt feelings every once in a while. Real friends find ways to work through the difficulties.

Montana State President **Angela King**, a senior at **Twin Bridges High,** has been adapting to changes in the relationship with her best friend. They're both preparing to leave for college, and her friend now has a boyfriend. "We've started to break away from each other, and it hurts sometimes," says Angela. "But we realize things are going to change. I still count on her for encouragement, inspiration and honesty, but I also try to make new friends wherever I go."

FRIENDSHIP-BACKGROUND

3-31

Blueprint

Sometimes it's hard to tell your real friends from people who only pretend to like you to meet their own goals. Members at the Baltimore Cluster Meeting said "real" friends are good at—

listening
understanding your views
having fun
helping you with problems
trusting you
forgiving
telling the truth
accepting who you are
caring
communicating their feelings

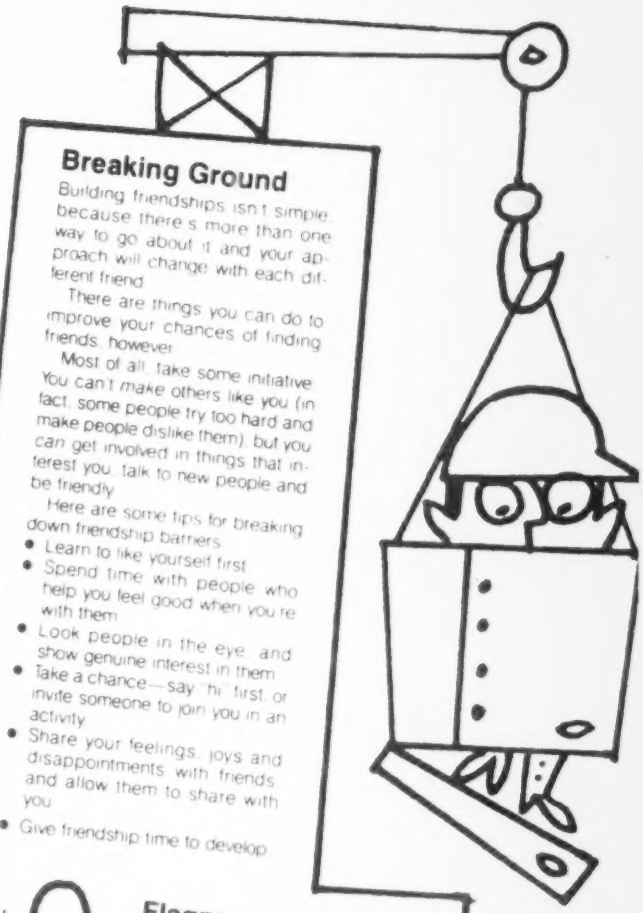
"On the-Job" Training

FHA/HERO involvement can give you a place to learn about friendship, try new interests and meet new people.

The **Blackduck High, Minn.,** chapter's "That's What Friends Are For" project featured monthly activities recognizing members' friendships with each other, parents, elderly citizens and employers. Members held a "healthy relationships week" including poster contests, babysitting training and workshops on dating violence and family communication. One highlight was a "best friend day" when students did something special for their best friends.

The **Sierra Vista Middle School, Ariz.,** chapter set up a "warm fuzzies" day. Each class heard and discussed a fairy tale about the importance of giving others warm fuzzies—positive words and gestures. Members then sold warm fuzzie trinkets during lunch time.

Some students bought 20 or more to give their friends. Teachers gave them to their students. Even days after the sale, students were still exchanging warm fuzzies with one another.



Breaking Ground

Building friendships isn't simple, because there's more than one way to go about it and your approach will change with each different friend.

There are things you can do to improve your chances of finding friends, however.

Most of all, take some initiative. You can't *make* others like you (in fact, some people try too hard and make people dislike them), but you *can* get involved in things that interest you, talk to new people and be friendly.

Here are some tips for breaking down friendship barriers:

- Learn to like yourself first.
- Spend time with people who help you feel good when you're with them.
- Look people in the eye, and show genuine interest in them.
- Take a chance—say "hi" first, or invite someone to join you in an activity.
- Share your feelings, joys and disappointments with friends, and allow them to share with you.
- Give friendship time to develop.

No Bulldozers

Sometimes friendships aren't based on actual people but on one person's plans to "reconstruct" the other. Don't expect friends to be perfect or exactly like you.

You shouldn't change yourself to be just like your friends, either. The **Fleming County High, Flemingsburg, Ky.,** chapter helped students be themselves with their year-long peer pressure project.

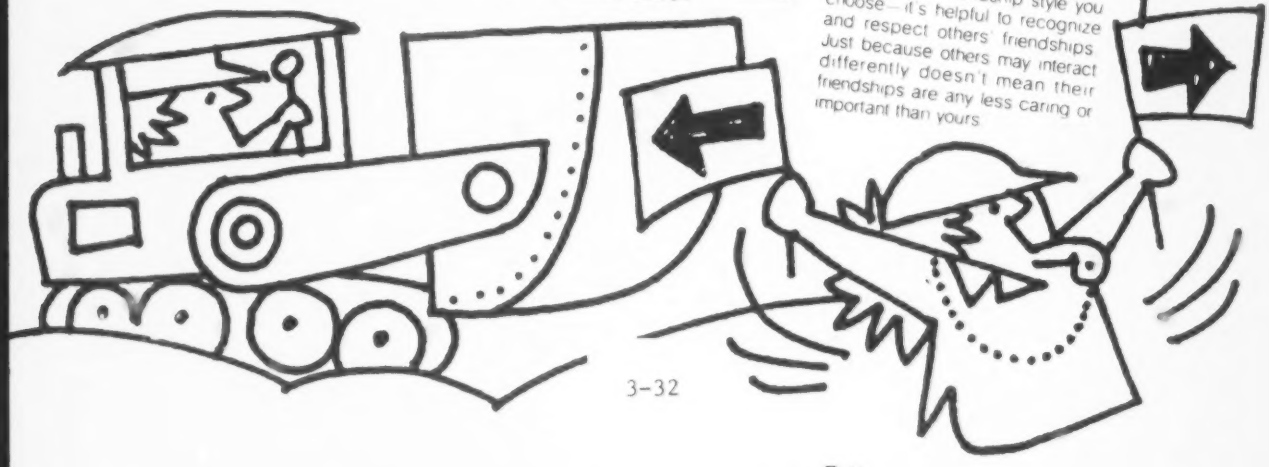
Among the chapter's activities was a "let go of peer pressure" balloon lift-off. Members wrote the pressures they wanted to get rid of on pieces of paper. These pieces were inserted into balloons, and each member let go of one particular pressure—and the balloon.

Flagperson Ahead

Sometimes teens have a hard time understanding how friendships work for the opposite sex. Guys tend to hang out in groups, do activities together and talk about things other than themselves. That seems shallow to lots of teen women.

Girls tend to build intense, one-on-one friendships in which they share their deepest feelings and secrets. Sometimes that causes emotional rollercoaster rides. Guys can't understand why they have to make such a fuss.

Whether you're male or female—and whatever friendship style you choose—it's helpful to recognize and respect others' friendships. Just because others may interact differently doesn't mean their friendships are any less caring or important than yours.



Name _____
Period _____
Date _____

FRIENDSHIP POLL

Directions: Do you make and keep friends easily? Ask yourself each question and then check the appropriate column to the right.

	Yes	No	Sometimes
1. Are you usually cheerful?			
2. Are you a good listener?			
3. Do you always play fair?			
4. Do you enter into fund and games at parties or at school activities?			
5. Are you friendly to others?			
6. Do you compliment others when there is a reason for doing so?			
7. Are you interested in people?			
8. Are you tolerant and understanding of others' faults?			
9. Do you feel affection toward your friends instead of superiority or envy?			
10. Are you able to put yourself into another person's shoes and feel their successes and failures?			
11. Do you offer help in times of difficulty and sympathy and understanding when needed?			
12. Do you always keep confidences?			
13. Do you try to prevent outbursts of anger?			
14. Do you always follow through on your promises?			
15. Do you think of considerate things to do for your friends?			

WHAT KIND OF A FRIEND ARE YOU?

Having a good self-concept helps you form friendships. List below some of the good qualities that you have to offer in a friendship.

1. _____
2. _____
3. _____
4. _____
5. _____

Knowing how to get along with others is important in making and keeping friends. List below some ways you show your friends that you care about them.

1. _____
2. _____
3. _____
4. _____
5. _____

Most people have a lot in common with their friends. Think of a friend and list below some of the interests, hobbies, values, that you and your friend share.

1. _____
2. _____
3. _____
4. _____
5. _____

You know a person who has confided in you that they feel friendless. Write what you would say or do in response.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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F	R	I	E	N	D
F	R	I	E	N	D
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F	R	I	E	N	D
F	R	I	E	N	D

FRIENDSHIP

LESSON ISSUE: **HOW DO I HANDLE CHANGE?**

TOPIC (SOMETHING TO **THINK** ABOUT): **STRESS**

SUGGESTED OBJECTIVE: **Identify personal stress symptoms and manage personally stressful situations and events.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Planning sheet, Sharing with cooperative group, Stress check sheets.

SOMETHING TO **THINK** WITH: (Resources)	-**Ways to Cope with Stress** -**Stressful Situations** -**Stress Profile** and **Life Events Scale** -**Stress Savvy** and **My Personal Stress Symptoms** -**The Planning Process - Stress** -Video - DEALING WITH STRESS - On the Level Series
SOME WAYS TO USE **THINKING** (Process-Activities)	-Each individual fill out **Stress Profile** and figure Life Change Unit Values. -Define stressful feelings, stress/stressful situations, and coping. -Brainstorm feelings students have when under stress. -In a co-operative group, list stressful situations using worksheet. Share ideas with another co-op. -View/discuss video DEALING WITH STRESS from "On the Level" public television series. -Discuss ways to cope with stress. -In co-op groups or as a class discuss: "Why do different people cope with their stressful feelings in different ways?" "If you have a coping behavior you don't like, what are some of your choices?" "If a friend has a coping behavior you don't like, what can you do?" "How can you better use your positive behaviors?" "When is it okay to feel bad? sad? frustrated? lonely?" "What might happen if you ignored your feelings?" "How are the standards different for boys vs. girls, adults vs. kids, in regard to who is allowed to feel bad?"

	"How are drugs used in coping with stressful feelings?" "Why do some people use drugs for coping rather than other behaviors?" -Individuals fill out **Stress Savvy** and **My Personal Stress Symptoms**. -Individually fill out, **The Planning Process-Stress.** -Share plan with other members of the co-op and act. -After a week, fill out evaluation and discuss with co-op again.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Do a POWER OF ONE project related to stress. -Have students make a plan with their family for coping with stress in their family. -Assign each co-op a stressful feeling. Have students create a chapter/page for a class coping booklet focusing on ways to cope with that emotion. This may be completed during class or may be a homework assignment (teacher's discretion). Ideas could include interviewing different people, library research, art materials, etc.

STRESS PROFILE

Behaviors

Place your answer to each of the following questions in the space provided before each number. Answer with:

(a) Almost always true
(b) Often true
(c) Seldom true
(d) Almost never true

____ 1. I hate to wait in lines.
____ 2. I often find myself "racing" against the clock to save time.
____ 3. I become upset if I think something is taking too long.
____ 4. When under pressure I tend to lose my temper.
____ 5. My friends tell me I tend to get irritated easily.
____ 6. I seldom like to do anything unless I can make it competitive.
____ 7. When something needs to be done, I am the first to begin even though the details may still need to be worked out.
____ 8. When I make a mistake it is usually because I've rushed into something without giving it enough thought and planning.
____ 9. Whenever possible, I try to do two things at once, like eating while working or planning while driving or bathing.
____ 10. I find myself feeling guilty when I am not actively working on something.

Scoring: a = 4; b = 3; c = 2; d = 1

____ Total Type A Behavior score.

A total score of 26 or above indicates you tend toward this lifestyle. Studies show that such traits may put you at risk of heart attacks and other stress-related disorders. THESE BEHAVIORS, HOWEVER, CAN BE UNLEARNED!

Self-Concept

Choose the alternative that best summarizes how you generally behave and place your answer in the space provided. Answer with:

(a) Almost always true
(b) Often true
(c) Seldom true
(d) Almost never true

____ 1. When I face a difficult task, I try my best and will usually succeed.
____ 2. I am at ease when around members of the opposite sex.
____ 3. I feel that I have a lot going for me.
____ 4. I have a very high degree of confidence in my own abilities.
____ 5. I prefer to be in control of my own life as opposed to having someone else make decisions for me.
____ 6. I am comfortable and at ease around my superiors.
____ 7. I am often overly self-conscious or shy when among strangers.
____ 8. Whenever something goes wrong, I tend to blame myself.
____ 9. When I don't succeed, I tend to let it depress me more then I should.
____ 10. I often feel that I am beyond helping.

Scoring: Questions 1 through 6: 1 = 1; b = 2; c = 3; d = 4
Questions 7 through 10: a = 4; b = 3; c = 2; d = 1

____ Total Self-Concept Score

If you scored 10 to 19 points, you tend to have a strong self-concept. Over 26 points indicates you may need a boost up on the scale. A wide range of studies indicate that feelings of helplessness and hopelessness increase the severity of stress.

FAMILIES UNDER STRESS

LIFE EVENT SCALE

With the pace of life today, one thing that touches all of us is change. We move frequently; we change jobs; we hurry all day long. Families send children off to college; move, taxes are raised, we lose old friends and make new ones.

All these events--good and bad--exact a penalty in the form of stress. Depending on how much stress you encounter, developed by psychologists to help predict (and perhaps prevent) physical problems that can result from too much change--and stress in your life.

Think of what has happened to you in the past year as you read through the test. Jot down the point values for these events in the column at the right, then add up your score. If your total for the year is under 150, you probably won't have any adverse reaction. A score of 150-199 indicates a "mild" problem, with a 37 percent chance you'll feel the impact of stress with physical symptoms. From 200 to 299, you qualify as having a "moderate" problem with 51 percent change of experiencing a change in your health. A score of over 300 could really threaten your well-being. Repeat the procedure for events that are likely to happen in the next 12 months.

LIFE CHANGE UNIT VALUES

Junior High School Age Group

Rank	Life Event	Life Change Units	My Stress Units
1	Unwed pregnancy of child	95	
2	Death of a parent	94	
3	Divorce of parents	84	
4	Acquiring a visible deformity	83	
5	Marital separation of parents	77	
6	Jail sentence of parent for one year or more	76	
7	Fathering an unwed pregnancy	76	
8	Death of a brother or sister	71	
9	Having a visible congenital deformity	70	
10	Discovery of being an adopted child	70	
11	Becoming involved with drugs or alcohol	70	
12	Change in child's acceptance by peers	68	
13	Death of a close friend	65	
14	Marriage of parent to stepparent	63	
15	Failure of a grad in school	62	
16	Pregnancy in unwed teenage sister	60	
17	Serious illness requiring hospitalization of child	59	
18	Beginning to date	55	
19	Suspension from school	54	
20	Serious illness requiring hospitalization of parent	54	
21	Move to a new school district	52	
22	Jail sentence of parent for 30 days or less	50	
23	Birth of a brother or sister	50	
24	Not making an extracurricular activity he/she wanted	49	
25	Loss of job by parent	48	
26	Increase in number of arguments between parents	48	
27	Breaking up with a boyfriend or girlfriend	47	
28	Increase in number of arguments with parents	46	
29	Beginning junior high school	45	
30	Outstanding personal achievement	45	
31	Serious illness requiring hospitalization of brother brother or sister	44	
32	Change in father's occupation requiring increased absence from home	42	
33	Change in parents' financial status	40	
34	Mother beginning to work	36	
35	Death of a grandparent	36	
36	Addition of third adult to family (i.e., grandparent, etc.)	34	
37	Brother or sister leaving home	33	
38	Decrease in number of arguments between parents	29	
39	Decrease in number of arguments with parents	29	
40	Becoming a full fledged member of a church	28	

My Total Stress Units _____

Taken from The Significance of Live Events As Etiologic Factors in the Diseases of Children, Coddington, R. Dean, Journal of Psychosomatic Research, Vol. 16, pp. 7 to 18, Pergamon Press, 1972.

STRESS SAVVY

Circle the number that applies to you	Almost Always	Sometimes	Almost Never
Exercise/Fitness			
1. I maintain a desire weight, avoiding over- and underweight	3	1	0
2. I do vigorous exercise for 15-30 minutes at lest three times a week (like running, swimming, brisk walking)	3	1	0
3. I do exercises that enhance my muscle tone for 15-30 minutes at least three times a week (aerobics, Jazzercise, calisthenics)	3	1	0
4. I use part of my leisure time participating in individual, family, or team activities that increase my level of fitness (such as bowling, golf, baseball, tennis, bicycling)	3	1	0
Total Fitness Score	_____	_____	_____

A score of 6 or better indicates a likely benefit from exercise. Do you also pay attention to nutrition? A sound nutritional strategy is part of any battle plan against stress. A score of 6 or better on the following test is an indication of sensible eating habits.

1. I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans, and nuts and seeds	4	1	0
2. I limit the amount of fat I eat (including the fat on the meats, eggs, butter, cream, shortenings)	2	1	0
3. I limit the amount of salt I eat by cooking with only small amounts, not adding salt at the table and avoiding salty snacks (chips, pretzels, etc.)	2	1	0
4. I avoid eating too much sugar (especially frequent snacks of sticky candy or soft drinks)	2	1	0
Total Nutrition Score	_____	_____	_____

from WEA Workshop on Wellness, done by Judy Youngquist

MY PERSONAL STRESS SYMPTOMS

When I feel under a lot of stress and pressure, which of the following responses do I notice? Place a check " " before those items which apply and occur frequently or regularly. Place an "X" before those that occur only occasionally.

___ Crying
___ Depression
___ Increased smoking
___ Restlessness, fidgeting
___ Feeling exhausted/fatigued
___ Drug/alcohol misuse

___ Dry mouth/throat

___ Grind teeth

___ Nail biting

___ Back tightens up/aches

___ Heartburn

___ Headaches

___ Dizziness

___ Face feels hot, flushed

___ Loss of appetite

___ Neck/shoulders tighten up/ache

___ Heart beats faster
___ Hands and/or feet feel cold or sweaty

___ Stomach upset/nausea

___ Cramps

___ Increase urination/defecation

___ Diarrhea

___ Legs get shaky or tighten up

___ Tapping fingers/feet

___ Withdrawal from people
___ Aggression
___ Boredom
___ Can't concentrate
___ Sleep or go to bed to escape
___ Inability to sleep

From WEA Workshop on Wellness, done by Judy Youngquist

STRESSFUL SITUATIONS

Stressful situations that make me "sad"

1. _____
2. _____
3. _____

Stressful situations that make me "angry!"

1. _____
2. _____
3. _____

Stressful situations that make me feel left out and lonely

1. _____
2. _____
3. _____

Other stressful situations that make me feel _____

1. _____
2. _____
3. _____

WAYS TO COPE WITH STRESS
(and Avoid Distress)

Seek work or tasks that

a. you are capable of doing
b. you really enjoy
c. other people appreciate

Work off through physical activity

a. aerobic exercise such as walking, running, tennis, etc.

Talk out your worries with someone you like and trust

Learn to accept what you can't change

Avoid self-medication (including aspirin and alcohol)

Get enough sleep and rest

Balance work and recreation

Do something for others

Take one thing at a time

Give in once in a while

Get involved--don't sit alone and get more frustrated

Do anything creative that you really enjoy

Imagine doing something that you love to do

THE
PLANNING
PROCESS - STRESS

DEFINE CONCERN

Define the stress situation; develop alternative solutions; consider advantages and disadvantages of each.

SET A GOAL

Turn the problem into a goal.

MAKE A PLAN

List the steps for reaching your goal.

ACT

Carry out your plans!

EVALUATE

After a while consider - has the stressful feeling disappeared? If the pressure continues, consider another alternative.

V307QB10

LESSON ISSUE: **HOW CAN I GET AND SPEND MONEY?**

TOPIC (SOMETHING TO **THINK** ABOUT): **POSSIBLE JOBS**

SUGGESTED OBJECTIVE: **Identify possible part-time and summer jobs.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making. Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: **Skills Checklist.**

SOMETHING TO **THINK** WITH: (Resources)	Guest speaker, questions for speaker, classified ads, telephone directories. **Skills Checklist**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Brainstorm jobs you can capably and legally do. Write questions dealing with youth employment--legal pay, conditions, skills training etc. -Research and present to students state laws pertaining to youth employment and/or have a guest speaker from Employment Security office or other local resource. Use student questions for speakers. -Refer to brainstorm job list and in small groups further research jobs through newspaper classified ads, and phone calls to local businesses. Have groups report on their findings. -Complete **Skills Checklist**.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Use **Skills Checklist** to produce a resume. Apply for a job. Participate in STAR Events - "Job Interview".

SKILLS CHECKLIST

Leadership skills are vital for getting ahead on the job. Your past experiences in jobs, volunteer positions, organizations and school have helped you develop some skills.

As you explore and prepare for a career, you need to round out those skills with others.

On the list below, put a "+" by the skills you feel are your strengths. Place an "o" by those needing improvement. Then brainstorm ideas for building your leadership skills on the job.

Interpersonal Skills

____ getting along with many kinds of people
____ assertiveness (not aggressiveness)
____ negotiation/compromise
____ helping others resolve conflicts
____ confidence
____ accepting my own and others' faults
____ caring
____ politeness
____ respecting others' work, privacy, values
____ honesty
____ sharing my life, thoughts, feelings
____ tactfulness

Managerial Skills

____ goal setting/choosing priorities
____ good time management
____ praising when appropriate
____ offering constructive criticism and suggestions
____ identifying and building on others' strengths
____ self-discipline
____ reliability
____ inspiring teamwork
____ flexibility
____ assuming responsibility
____ accepting criticism with a positive attitude
____ balancing personal, school and work life

Communication Skills

____ expressing ideas one-on-one
____ speaking to small groups
____ speaking to large groups
____ filling out forms correctly
____ writing effective business letters
____ writing clear complete reports
____ good listening habits
____ providing feedback
____ learning about needs and interests of audience
____ making business phone calls

Entrepreneurial Skills

____ self-confidence
____ energy and determination
____ resourcefulness
____ leadership
____ knowledge of business
____ flexibility
____ foresight
____ initiative
____ need to achieve
____ creativity
____ positive attitude
____ profit orientation

Skills that need the most improvement:

_____

_____

_____

_____

What I can do to improve these skills:

_____

_____

_____

_____

What is a specific job that is currently available and for which you are qualified?

Name of job: _____

Employer: _____

Pay: _____

Location: _____

Explain how you will use your leadership skills on this job:

_____

_____

_____

_____

LESSON ISSUE: **HOW CAN I GET AND SPEND MONEY?**

TOPIC (SOMETHING TO **THINK** ABOUT): **CHOOSING AND BUYING SNACK FOODS**

SUGGESTED OBJECTIVE: **Apply grocery shopping principles to the purchase of nutrient dense snacks.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making, Critical thinking, and Cooperative learning.	EVALUATION TECHNIQUES: Snack food analysis. Snack food sharing.

SOMETHING TO **THINK** WITH: (Resources)	GROCERY STORE filmstrip by Learning Seed, Inc. Other resources you use on shopping principles. Snack food packages and food composition charts. Transparency-- **Planning Process for Snack Food Sharing**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Show GROCERY STORE filmstrips and use the Supermarket "Survival Test" or review and discuss basic shopping techniques from other resource. -Assign each co-op group to read the labels from four snack foods (Be sure to include any labels from foods in vending machine at school.) and complete the Snack Food Analysis sheet. -Each co-op group practice leadership skills by using the planning process to plan and bring nutrient dense snacks to class to eat. Use transparency with directions.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Use same process for bringing lunches. Complete a "A Better You", POWER OF ONE module.

PLANNING PROCESS
FOR SNACK FOOD SHARING

1. **Identify concerns** - share your knowledge of label reading to identify nutrient dense snack foods that you could bring to school (FOR REAL) for snacking. You must store these in your locker and cannot use class equipment to prepare or eat the food.

2. **Guide decisions** by choosing one snack for each day next week. Each person can bring food for the whole group or just for themselves.

3. **Organize Efforts** - Involve all members.

4. **Bring snacks!** Enjoy!

5. Be sure to **get credit** by showing what you brought to the teacher.

SNACK FOODS - TRANSPARENCY

SNACK FOOD ANALYSIS

Directions: Some snack food labels show the number of calories in the snack foods and the percentage of RDA (Recommended Daily Allowance) that the snack foods provide. Use the Nutrient Density Formula to find out how high in nutrients a food is in relationship to its calorie content.

Find a variety of foods to analyze, such as candy, cookies, fruit, vegetables, and chips. The Nutrient Density Formula is as follows: Add up all the percents of RDAs for a snack food. Divide by the number of calories. Then multiply by 100 to get the Nutrient Density Score for that food.

If your package does not list the RDA, see the back of this page for directions or consult food composition charts.

		A	B	C	D	E	F	G	H
1. CALORIES									
2. PROTEIN									
3. VITAMIN A									
4. VITAMIN C									
5. THIAMINE									
6. RIBOFLAVIN									
7. NIACIN									
8. CALCIUM									
9. IRON									
TOTALS									
NUTRIENT DENSITY SCORE									

SNACK FOODS-STUDENT HANDOUT?TRANSPARENCY

SNACK FOOD ANALYSIS (continued)

A general guide to help you decide whether or not a food is nutritious is to read the ingredient list.

If any type of sugar, oil/fat, or salt is listed in the first three ingredients the food probably does not have enough nutrients. It would belong in the "others" group.

List the first three ingredients listed on the food package. Which food group would it belong in? If your foods belong in the "others" group list a different snack that belongs in one of the nutrient dense groups.

LESSON ISSUE: **HOW CAN I IMPROVE MY HEALTH?**

TOPIC (SOMETHING TO **THINK** ABOUT): **NUTRITION CONTROVERSIES**

SUGGESTED OBJECTIVE: **Locate and present factual and reliable nutrition information.**

LEADERSHIP SKILLS: Critical thinking, Creative thinking.	EVALUATION TECHNIQUES: STAR Events - "Illustrated Talk" rating sheet..

SOMETHING TO **THINK** WITH: (Resources)	-**Judging Nutrition Information** checklist -Nutrition articles for each co-op group -"**Illustrated Talk**" directions and rating sheet.
SOME WAYS TO USE **THINKING** (Process-Activities)	In each co-op group have students check reliability of two different nutrition articles. Compare the results in class. Apply this technique to student found information and complete an "Illustrated Talk". Allow class time or give as homework as needed. Topic is individual choice or as a team of two.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Use rating sheet to evaluate (If going on to FHA/HERO Star Event competition, only one person may present).

ACSH SURVEY: HOW POPULAR MAGAZINES RATE ON NUTRITION

ACSH Rates Nutrition Coverage in 19 Major Magazines

Magazine	Circulation	Nutrition Art. Revw'd			Percent
GENERALLY RELIABLE:		Accurate	Inaccurate	Total	Accurate
50 Plus	180,000	14	0	14	100
Parents	1,500,000	30	1	31	97
Redbook	4,200,000	28	1	29	97
Reader's Digest	18,000,000	20	1	21	95
Good Hskeeping	5,400,000	37	3	40	93
INCONSISTENT:					
Glamour	1,800,000	41	10	51	80
Vogue	1,100,000	19	5	24	79
Woman's Day	7,500,000	35	12	47	74
Ms.	490,000	8	3	11	73
Seventeen	1,500,000	15	6	21	71
Family Circle	7,400,000	24	17	41	59
McCall's	6,300,000	17	13	30	57
Ladies Home Jnl.	5,400,000	14	14	28	50
UNRELIABLE:					
Mademoiselle	920,000	17	20	37	46
Essence	600,000	10	17	27	37
Cosmopolitan	2,800,000	14	24	38	37
Harper's Bazaar	630,000	12	29	41	29
Organic Gardening	1,300,000	2	6	8	25
Prevention	2,000,000	3	28	31	10

ILLUSTRATED TALK

Classroom Assignment

An illustrated talk is a speech presentation using props such as charts, posters, pictures, real objects, or medial. They are not factual lectures or "how-to" demonstrations. They should present all sides of an issue. The intent is to present views on an issue in home economics and how FHA/HERO classroom members might address through planning and action.

Criteria for Evaluation

Presenters will be evaluated on:

knowledge of the subject matter and issues presented
the visual aids used in the presentation
the effectiveness of the presentation
an evaluation packet prepared for the teacher

A sample score sheet is attached.

Guidelines

1. The illustrated talk should be 5-10 minutes long using visual aids. It must address issues of concern to the student, reflecting current social or economic concerns and ones that can be addressed by FHA/HERO classroom members.

2. It must be chosen from one of the issues related to the Home and Family Life Education class.

3. The presentation should discuss the issue, state how the issue related to individual, family life, or the community and give suggestions for how and why FHA/HERO members could address the issue through class activities.

4. Notes may be used during the presentation and appropriate attire for a public presentation should be worn.

5. The information packet will include: a cover sheet with the presenters name and topic, a typed outline of the presentation, and references used. A minimum of five (publications/books) is acceptable.

6. The presentation and the information packet must be the work of the student.

7. The teacher will ask questions to:
   clarify any points; and
   determine knowledge of subject matter.

JUDGING NUTRITION INFORMATION

Presented at a FHA-HERO State Peer Education Training Workshop in Illinois

The human body grows, is maintained, and functions through the nutrients which are in the foods we eat. Many guidelines, books, and pamphlets as well as health food stores, heath spas, and nutrition-related programs are constantly being advertised. Much nutrition information is available to us, but not all of it is the appropriate nutrition information. Nutrition quackery and food fads are a booming business. Unfortunately, many people are wasting money and time, and possibly doing harm to themselves through useless gimmicks, fads, and misinformation.

Many people are confused by all of the nutrition information they are flooded with. It is difficult for anyone who has not had training or education in nutrition to judge the reliability and validity of nutrition information. In judging nutrition-related information READ, VIEW, or LISTEN to your source and CHECK THE PHRASES which describe it. The following guidelines will help you in deciding whether the information is reliable.

BEWARE IF THE AUTHOR, ARTICLE, BOOK, FILM, PROGRAM, OR ADVERTISEMENT....

____appeals to emotions through fear, is vague, general.

____criticizes federal regulatory agencies.

____recommends self-diagnosis.

____claims that a food, brand-name product, specific nutrient, or diet will cure such conditions as cancer, diabetes, arthritis, fatigue, allergy, etc. Lists symptoms (some of which are common to all people) which are said to be cured by a particular food, product, diet, etc. Promotes or sells products or diet as a "cure-all."

____uses testimonials and "hear-say" evidence to back claims, uses claims like "doctors say..." Claims are contrary to scientific research and lack carefully controlled studies to provide new evidence.

____recommends elimination of a food group or a type of nutrient (as carbohydrate) from the diet for the purpose of weight reduction or as a cure.

____recommends doses of vitamins/minerals greater than the Recommended Dietary Allowances (RDAs).

...continued

JUDGING NUTRITION INFORMATION (Cont.).....

____will use a logical, unemotional approach.

____will use federal agency, university, and related studies to make a point.

____will recommend seeing a doctor rather than self-diagnosis.

____makes no "cure-all" or "miracle" claims for a food, brand-name product, specific nutrient, or diet for diseases or conditions not proven medically to have easy cures.

____supported by research studies which are available to the public in libraries, especially studies reported in professional journals.

____will recommend a well-balanced diet (including all four food groups) but in reduced amounts, in addition to exercise, for purposes of weight reduction.

____will recommend only vitamin doses in line with Recommended Daily Allowances (RDAs) except for certain conditions (such as pregnancy, serious illness, or under a doctor's supervision.

Star Events

Illustrated Talk Rating Sheet

Name _____ City/State _____

Category: ☐ Junior ☐ Senior Title of talk _____

Instructions: Write in the appropriate rating under the "Score" column. Where information or evidence is missing, assign a "0". Total the points. Make comments to help participants know where they did well or needed improvement.

Evaluation Criteria	Excellent	Very Good	Good	Fair	Poor	Score	Comments
1. **Content**							
Relationship of issue to individual, family life or occupational preparation	10	8	6	4	2		
Subject knowledge	20	16	12	8	4		
How FHA/HERO members can address issue	10	8	6	4	2		
2. **Visual Aids**							
Visibility to audience	5	4	3	2	1		
Effective/educational	5	4	3	2	1		
Complementary/suitable	5	4	3	2	1		
3. **Presentation**							
Introduction	10	8	6	4	2		
Pitch/tempo/volume	10	8	6	4	2		
Gestures/mannerisms	5	4	3	2	1		
Grammar/pronunciation	10	8	6	4	2		
Summary	5	4	3	2	1		
4. **Information Packet**							
Information content complete	5	4	3	2	1		

Total _____

Circle rating achieved

3 Star 90-100 points
2 Star 70-89 points
1 Star 1-69 points

Evaluators: Please initial after rating event _____

Verification of total score (please initial)

_____ Room consultant
_____ Lead consultant
_____ Final verification

LESSON ISSUE: **HOW CAN I IMPROVE MY HEALTH?**

TOPIC (SOMETHING TO **THINK** ABOUT): **FOOD CHOICES**

SUGGESTED OBJECTIVE: **Use the dietary guidelines to improve health**

LEADERSHIP SKILLS: Critical thinking, creative thinking, and the planning process for problem solving and decision making.	EVALUATION TECHNIQUES: Student response to questions and suggestions for co-op group improvement.

SOMETHING TO **THINK** WITH: (Resources)	-NUTRITION filmstrip from Career Aids; YOU booklets from Dairy Council; FOOD...YOUR CHOICE from Dairy Council; FOOD CUES pamphlet from Roman Meal; THE SUGER Film available from many ESDs; any diet analysis computer program (i.e. WHAT DID YOU EAT YESTERDAY from Learning Seed, SALT AND YOU from MECC;) FHA STUDENT BODY GUIDE; and video - DANGEROUS DIETING from Human Relations Media. **Do You Know Your Grains?, Dietary Guidelines, Are Burgers Bad For You?, 100 Calorie Portion** Activity, **Salt The Villain.**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Give an overview of the dietary guidelines. Use the NUTRITION filmstrip if available. Activity - **Are Burgers Bad For You?** -Identify Concerns: Do individual diet analyses using computer program or nutrient composition lists. Do one or more activities on each of the seven dietary guidelines. 1. Eat a variety of foods - - Students make collages of the four food groups; - Assign each coop a different nutrient. Have them research their nutrient using textbooks and pamphlets. - Do a short oral report to class telling about functions and sources of their nutrients using a visual aid, such as filmstrip transparencies, or posters. 2. Maintain ideal weight - Use "YOU" booklets with study guide and/or use Roman Meal FOOD CUES pamphlet. If available, use video: DANGEROUS DIETING 3. Avoid too much fat, saturated fat, and cholesterol - Use a comparison of fat levels in dips made with ranch dressing mix and each of the following different yogurts, sour cream, low fat sour cream, mayonnaise, low fat mayonnaise, etc. - serve with raw vegetables; - **100 Calorie Portion** Activity ; - Get different fatty (and non-fatty) food out on thick absorbent paper (like construction paper) and observe over a period of 24 hours how much fat is on paper.

	4. Eat food with adequate starch and fiber - - Worksheet - **Do You Know Your Grains;** - Whole Grain Lab; - Oat Bran/Bran Muffin Lab and tie back to fat and cholesterol; - Raw vegetable tasting lab and have students make a nutrient comparison card for each vegetable. 5. Avoid too much sugar - THE SUGAR Film; - Breakfast Cookie Lab - reduce sugar. 6. Avoid too much sodium - - **Salt the Villain** Activity; - Computer program - SALT AND YOU from MECC. 7. If you drink alcohol, do so in moderation - - Do an activity appropriate for your community, but stress that no alcohol is a safe level for teens. -Set a Goal -Have each individual student set a goal for improving their health based on one or more of the dietary guidelines. -Form a Plan -Each student write out the who, what, when, where, and how for their individual goal. Share goal with their coop and revise if needed
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, nomework, community service)	Each student follow their plan for 1-3 weeks.

100 CALORIE PORTION ACTIVITY

Have instructions on the board or overhead for students to number a blank sheet of paper (as many numbers as you have food portions). When students are ready, tell them that you realize that they probably don't know a lot about the energy value of various foods, but you would like them to guess how many Calories are in each of the foods placed around the room. THEY ARE TO BE SURE TO PUT THEIR ANSWERS BY THE NUMBER ON THEIR PAPER THAT CORRESPONDS TO THE NUMBER ON THE FOOD SAMPLE. Give the students about 5-7 minutes of moving around, looking at the samples, and writing down their "guesstimates" WITHOUT TALKING TO EACH OTHER.

When students are seated, "Check" their work by holding up the foods in order and asking each student in turn to read off the number that they wrote down. (One student - one food; not each student reading off the number for each of the foods. Clear???)

Tell the students that you will only respond if the answer is correct. Whenever a student guesses "100 Calories," you respond "Good. That's exactly right!" After the second or third student has come up with that figure (and you will probably be 3/4 of the way through the class before they do), ask if the students are picking up a pattern. When they guess that all of the foods are shown in 100 Calorie portions, the game is over.

Emphasize that no food, in and of itself, is fattening. All foods provide energy; some are more concentrated than others. The key to losing, gaining, or maintaining weight is in portion size.

25 to 30 different foods
in 100 calorie portions
placed on tables in the
room. BE SURE TO NUMBER
EACH OF THE SAMPLES.

100 Calorie Portions of Food

1. 1 slice white bread, lightly buttered
2. 1 ounce cheese
3. 1 cup Wheaties (dry) (or Rice Krispies, or Special K)
4. 5 Ritz crackers
5. 2 tablespoons of jam or jelly
6. 1 tablespoon margarine or butter
7. 5 large marshmallows
8. 3/4 cup lightly buttered popcorn or 2 1/2 cups plain
9. 3/4 cake doughnut
10. 1 cup skim milk
11. 1 medium banana
12. 1 head lettuce plus 2 large carrots
13. 1 small potato
14. 2 whole graham crackers
15. 1 tablespoon peanut butter
16. 1 medium apple
17. 2 tablespoons sugar
18. 3 tablespoons raisins
19. 10 potato chips (not extra thick or big)
20. 17 ounces orange juice
21. 3 tablespoons Quaker 100% natural cereal
22. 8 ounces regular (not sugar free) pop
23. 1 tablespoon peanuts
24. 2 taco shells empty

100 Calorie Portions of Food, continued

25. 1/2 cup spaghetti, noodles, macaroni, or rice
26. 2 Oreo cookies
27. 10 Life Savers
28. 2 cups fresh strawberries
29. 1 ounce chocolate
30. 1 tablespoon mayonnaise
31. 1/3 cup ice cream
32. 1/2 cup canned applesauce (sweetened)
33. 1 ounce baked ham
34. 2 slices crisp bacon (fat blotted off)
35. 2/3 Twinkie
36. 2 slices bologna or salami, thin slice
37. 1/3 cup chocolate pudding
38. 10 small dried apricot halves
39. 4 ounces white wine (1/2 cup)
40. 1 - 1" square brownie
41. 2 small chocolate chip cookies

Out of these there surely must be 25 that could be found in most any home to package up and bring in for the activity!

SALT SHAKER SANITY

1. Salt is not a poison, but too much can cause health problems.

2. Too much salt increases the likelihood of high blood pressure in some people. There is no way to tell for sure if too much salt will contribute to your high blood pressure. The following groups are about twice as likely to develop high blood pressure: someone with parents or brother or sister with high blood pressure, blacks, those who are overweight.

3. In populations with low-sodium intakes, high blood pressure is rare. In populations with high-sodium intakes, high blood pressure is common. If people with high blood pressure severely restrict their use of sodium, their blood pressures will usually fall--but not always to normal levels. About one in five adults suffers from high blood pressure, also called hypertension. There is much still to be learned about the causes and prevention of hypertension. Salt seems to be a contributing factor, but certainly not the only cause.

4. Table salt (sodium chloride) is 40% sodium. Recommended maximum per day is 2000 milligrams (2 grams)--this is the same as five grams of table salt.

5. Most salt comes into your diet, not from the salt shaker, but as a natural part of foods and is part of food processing. The average person would receive plenty of salt if no salt shaker were used and no salt added to home cooking.

6. The word "sodium" on a food or medicine label means the food does contain sodium. Sodium enters the diet through food additives such as sodium benzoate, sodium alginate, sodium hydroxide, sodium nitrite, monosodium glutamate, and others.

7. Some food manufacturers label the amount of sodium in their food products on a voluntary basis. Such information is helpful to those on salt restricted diets and others who wish to reduce salt intake. Choose fresh food over processed in order to cut down on sodium.

8. Consider the rich variety of non-salt seasonings available for food--basil, carroway seeds, curry powder, dill, ginger, lemon juice, etc.

9. Extra salt before heavy exercise can do more harm than good. The needed body salt will be replaced after exercise by normal eating; salt tablets are not needed.

10. **High Sodium Lunch**

Amount	Food	Sodium (mg)
1 c	Vegetable soup (canned)	838
2 slices	Sandwich bread: (white, rye, or wheat)	292
2 oz	Corned beef (pressed)	535
1 tsp	Mustard	63
1	Dill pickle medium (3 3/4" long x 1 1/4" diameter)	928
10	Potato chips	68
1	Apple	2
6 oz	Coffee	2
	Total*	2728

Amount	Food	Sodium (mg)
1/2 c	Fruit cut	6
2 slices	Sandwich bread (white, rye, or wheat)	292
2 oz	Chicken breast (roasted)	39
	Mayonnaise	56
1/2	tomato (3-4 slices,	3
1/2	3" diameter)	
1/2	Cucumber (8" long x 1 3/4" diameter)	5
4	Vanilla wafers	36
8 oz	Skim milk	126
	Total**	563

High Sodium Snacks

Amount	Food	Sodium (mg)
1 c	Salted popcorn	320
2	Celery stalks (8" long)	100
8 oz	Buttermilk	319
	Total*	739

Low Sodium Snacks

Amount	Food	Sodium (mg)
1 c	Unsalted popcorn	1
1	Whole carrot (7 1/2" long)	34
8 oz	Skim milk	126
	Total**	161

Total* 7803

Total** 1699

*Sodium content is calculated without added salt at table. Adding 1 teaspoon of table salt would increase sodium approximately 2000 mg.

**Sodium content is calculated without added salt at table or in cooking.

ARE BURGERS BAD FOR YOU?

CHOICE A McDonald's Big Mac
Regular French
Chocolate Shake

Nutrition Information

Calories	1,666	Fat	54g
Protein	39	Sodium	1,419mg
Carbohydrate	132g		

Percentage of U.S. Recommended Daily Allowances (U.S. RDA)

Protein	66%	Riboflavin	49%
Vitamin A	18%	Niacin	46%
Vitamin C	25%	Calcium	49%
Thiamin	42%	Iron	30%

Source: Nutritional Analysis of Food Served at McDonald's Restaurants.
McDonald's Corp. Oak Brook, IL 60521

CHOICE B McDonald's Regular
2% Milk

Nutrition Information

Calories	375	Fat	15g
Protein	20g	Sodium	640mg
Carbohydrate	42g		

Percentage of U.S. Recommended Daily Allowances (U.S. RDA)

Protein	39%	Riboflavin	36%
Vitamin A	12%	Niacin	20%
Vitamin C	7%	Calcium	35%
Thiamin	22%	Iron	13%

Source: Nutritional Analysis of Food Served at McDonald's Restaurants.
McDonald's Corp. Oak Brook, IL 60521

FAT: U.S. Dietary Goals recommend that no more than 30% of your daily calories come from fat. To determine % of fat in a meal, use this formula:

__grams of fat x 9 = __calories

__calories from fat ÷ __calories in meal = __% of meal's calories from fat

1. Which lunch choice is highest in calories? _____
2. Which lunch choice is highest in sodium? _____
3. Which lunch choice is highest in fat? _____
4. Which of the lunches would be the healthiest according ato U.S. RDA guidelines? _____

   Why? _____
5. If a person ordered the regular hamberger and milk, what could he/she add to improve the nutritional value?

   _____
6. What is your conclusion? Are burgers bad for you? Explain. _____

DO YOU KNOW YOUR GRAINS?

Look at the jars of grains on the display table. Guess the name of each grain. Write the numbers found on tops of jars on the lines on your quiz paper.

OATS_____ RICE_____

MILLET_____ RYE_____

BARLEY_____ TRITICALE_____

BUCKWHEAT_____ SOFT WHEAT_____

CORN_____ HARD RED WHEAT_____

BREAKFAST COOKIES

1/4 cup and 2 T brown sugar packed
1/4 cup and 2 T granulated sugar
1 egg
1/2 tsp vanilla
1/2 cup whole wheat flakes
1/2 cup quick oats
1 cup flour
1/4 tsp baking powder
1/4 tsp soda
1/2 cup raisins
1/2 cup shredded coconut (optional)

1. Preheat oven to 350°
2. Cream shortening and sugar in a large mixing bowl.
3. Add eggs and vanilla to sugar mixture and mix.
4. Add dry ingredients to form stiff dough. Note: All dry ingredients must be worked in before putting on cookie sheet.
5. Measure 1/4 cup dough for each cookie and place on lightly greased cookie sheet.
6. Flatten
7. Bake at 350° for 10-12 minutes.
8. Remove cookies to cooling rack.

Makes 10-12 large cookies

SALT THE VILLAIN

OBJECTIVE: The student will become aware of the danger of too much sodium in the diet and the effects on the body. The student will understand the relationship of the overuse of salt to high blood pressure.
TSWB aware of practical suggestions for maintaining a diet with a reasonable balance of sodium.
TSWB aware of nutrion labeling and the amount of sodium in commercially prepared food.

SET: Each student is given a package, can, or box of commercially prepared food (soup, tuna, cereal, rice a roni, etc.) as they enter the room.

a. ask students at random how much sodium is in the product they have in their hand. Write response on the board.
b. Ask students how much sodium we should have daily. Write response on the board. Discuss results.
c. Write 200-3000 m.g. on board.

LESSON: View Filmstrip: SALT
Sodium in Daily Diets
Learning Seed Company
21250 Andover
Kildeer, Illinois 60047

Fill in "Salt the Villain" as they view the filmstrip

Handout Salt Shaker Sanity

Complete "Salt the Villain" using the handout

ASSIGN: Make a list of 25 items on their shelf at home or at a friend. Write the amount of sodium in each item.

SALT - THE VILLAIN

1. What is the relationship between the amount of salt a population consumes and the incident of hypertension?

2. The average American adult consumes _____ times more salt per day than the body needs.

3. A.M.A. hopes to organize and expedite:

   1.

   2.

4. Name three unlikely ways that sodium can sneak into foods.

   1.

   2.

   3.

5. 1 T. of canned peas has as much sodium as _____ lbs. of fresh peas

   because _____.

6. Food and Drug Administration Commissioner, Arthur Hayes' object is to convince businesses that they must:

7. Designate the milligrams of sodium in the following foods:

   1 apple -
   1/8 frozen apple pie -
   3 oz. pork -
   3 oz. of ham -
   1 cup milk -
   4 oz. of cottage cheese -

DIETARY GUIDELINES FOR AMERICANS

1. EAT A VARIEY OF FOODS
2. MAINTAIN IDEAL WEIGHT
3. AVOID TOO MUCH FAT, SATURATED FAT, AND CHOLESTEROL
4. EAT FOOD WITH ADEQUATE STARCH AND FIBER
5. AVOID TOO MUCH SUGAR
6. AVOID TOO MUCH SODIUM
7. IF YOU DRINK ALCOHOL, DO SO IN MODERATION

FOOD CHOICES - TRANSPARENCY

LESSON ISSUE: **HOW DO I PLAN FOR MY FUTURE?**

TOPIC (SOMETHING TO **THINK** ABOUT): **INTERACTION WITH CHILDREN**

SUGGESTED OBJECTIVE: Apply principles of child growth and development in interactions with children.

LEADERSHIP SKILLS: Planning process for problem solving and decision making, Creative thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Planning process paper, Cooperative skill check list, Child development activity evaluation.

SOMETHING TO **THINK** WITH: (Resources)	-High school child development program students. -List of high school activities on overhead or board "Operation Toys", "How Children Learn" and "Parenting Heart to Heart" -Motivation studies. -How To Really Love Your Child, Ross Campbell (Victor Books). -Basic Principles in Dealing with Young Children.Chapter 10 and 11. -Today's Teen or other general texts. -Instruction and evaluation sheets included in this guide. -Self-Esteem Article. -"General" classroom materials, recycle items, stuff from home.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Invite high school students to present their preschool class objectives and activities by having junior/middle high students become preschoolers for one class period. -On second class day, in cooperative groups, analyze what children learn when doing the preschool activities. -Watch filmstrip "Parenting Heart to Heart." By cooperative groups, identify and give examples of ways to show unconditional love to children. -Complete "Get the Facts on Kids" Basic Principles in dealing with young children. Teacher note: Make up question cards for questions at chapter end. (Today's Teen or other general text.) -Each cooperative group prepares a child development activity to be distributed to area child care centers. -Evaluate process using cooperative skill sheet (see Cooperative learning- Getting Started). -Preschool learners and children come to class to interact with students and "pick up their new toy." Observe student skills with youngsters.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Practice the planning process further by planning and carrying out children's activities away from school. Use some planning and evaluation sheets.

OPERATION TOYS

As you begin to think about purchasing toys for Christmas, keep the following in mind.

Children achieve productive, fulfilling adulthood through education, but formal schooling is only one of three educational "systems that affect the social, intellectual, emotional and physical development of today's children. In order of significance, the first is a child's relationship with parents and others, the second educational system is the world of play, and the third is formal schooling.

To children, play is a very serious business. Playthings, the tools of children's play, are as important to the second educational system as textbooks are to school. children use toys to make some sense of their world: toys help them understand what is happening to and around them. Toys accomplish this by:

- providing opportunities for children to master and exercise creative control over some aspects of their environment, and
- introducing children to the complex technology and opportunities for choice they will encounter in adulthood.

In addition, toys and play inject novelty into a child's life and suggest that learning and problem solving can be fun.

A variety of toy and play experiences is important in a child's development. The best playthings have all or some of the following characteristics:

- They are appropriate to the child's age, interest, and ability level (this is a must);
- They provide some degree of realism (this realism may be simplified or exaggerated but it should be recognizable to the child);
- They are functional: they do suggest something that can be controlled or learned by the child;
- They can be assembled, disassembled, and put back together again by the child.
- They can be used as is or in arrangements (such as putting blocks together to suggest a car) to provide a variety of play situations.

From Clover Park VTI Newsletter, Vol. 21, #3, Nov. 1988

CREATIVITY

Clare Cherry, teacher and author, writes "A child is not born with a blank mind. Each is a unique individual with a distinct personality, but with common and predictable developmental sequences. All children are creative. Adults are creative, too. Most creativity becomes stifled by the conformity of society and rigidity of habits. By learning to use our innate creative abilities, to think imaginatively and to teach with flexibility, we--children and adults--can live more fully."

Creativity does not always occur at the art table or at the easel. It can happen in the block corner with an exciting tall building or in the housekeeping corner as the children pretend to be mom and dad. It can expand to a story which unfolds as the child jets the imagination of the moment develop or to a situation which the reader sees on the cover--children using materials to set up a new and interesting environment. Sometimes creativity is messy, sometimes creativity is time consuming . . . but so necessary to our very being.

Every human being has a right to daily experiences in the expressive arts particularly as a means of developing unique human potentialities to the fullest and providing pleasure from involvement in quality human experiences.

From Clover Park VTI Newsletter, Vol. 21, #3, Nov. 1988

SELF-ESTEEM

15 ways to help children like themselves

1. Reward children. Give praise, recognition, a special privilege or increased responsibility for a job well done. Emphasize the good things they do, not the bad.

2. Take their ideas, emotions, and feelings seriously. Don't belittle them by saying "You'll grow out of it" or "It's not as bad as you think."

3. Define limits and rules clearly and enforce them. Do allow leeway for your children within these limits.

4. Be a good role model. Let your children know that you feel good about yourself. Also let them see that you too can make mistakes and can learn from them.

5. Teach your children how to deal with time and money. Help them spend time wisely and budget their money carefully.

6. Have reasonable expectations for your children. Help them to set reachable goals so they can achieve success.

7. Help your children develop tolerance toward those with different values, backgrounds, and norms. Point out other people's strengths.

8. Give your children responsibility. They will feel useful and valued.

9. Be available. Give support when children need it.

10. Show them that what they do is important to you. Talk with them about their activities and interests. go to their games, parents' day at school, drama presentations, awards ceremonies.

11. Express your values, but go beyond "do this" or I want you to do that." Describe the experiences that determined your values, the decisions you made to accept certain beliefs, the reasons behind your feelings.

12. Spend time together. Share favorite activities.

13. Discuss problems without placing blame or commenting on a child's character. If children know that there is a problem but don't feel attached, they are more likely to help look for a solution.

14. Use phrases that build self-esteem, such as "Thank you for helping" or "That was an excellent idea!" Avoid phrases that hurt self-esteem: "Why are you so stupid?" "How many times have I told you?"

15. Show how much you care about them. Hug them. Tell them they are terrific and that you love them.

From Clover Park VTI Newsletter, Vol. 21, #3, Nov. 1988

HOW CHILDREN LEARN

Children learn by using all their senses: seeing, hearing, smelling, touching, and tasting.

Learning takes place when children are allowed to use as many of their senses as possible in each learning situation.

Children need to experience firsthand the objects in front of them. Have you ever watched infants or toddlers manipulate a new object? First they look at it and then straight to the mouth it goes for real learning. As the children develop they start using the other senses also.

For the children who are all just beginning to explore their world, the need for a rich stimulating environment is the best thing we can provide them.

An environment full of objects to manipulate, touch, feel, taste, and smell. The uninterrupted time to explore and enjoy. In a day care/preschool setting, this is usually done during free choice period, as well as other times during the day. You hear the buzzing sound of children busy at the different interest areas, making choices about what they will be learning and exploring today.

To learn about an object which is new and strange to children (and remember, children are novices at live) they need to see, taste, and manipulate that object to fully understand it.

For example, if I were to tell you about this sweet little orange fruit called kumquat, which is so delicious, even if I showed you a picture of it, would you really know what I'm talking about?

How about if I brought you some kumquats to taste and smell? Don't you agree that you'd then be able to say that you know what kumquats are like?

Remember that this learning is the foundation of all future learning. The children will be building on this strong foundation all their lives. When one day someone says, "What in the world are kumquats?" your will child know.

From Clover Park VTI Newsletter, Vol. 21, #3, Nov. 1988

BASIC PRINCIPLES IN DEALING WITH YOUNG CHILDREN

Gold Rule: "Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

Mutual Respect: Based upon the assumption of equality, is the unalienable right of all. No on should take advantage on another--neither adult nor child should be a slave or a tyrant.

Encouragement: Implies faith in the child as he is, not in his potentiality. A child misbehaves only when he is discouraged and believes he cannot succeed by useful means. The child needs encouragement as plant needs water.

Punishment and Reward: Are outdated. A child seen considers a reward his right and demands a reward for everything. He considers that punishment gives him the right to punish others and the retaliation of children is usually more effective than the punishment of adults.

Natural Consequences: Utilizing the reality of the situation rather than personal power can exert the necessary pressure to stimulate proper motivation. Only in moments of real danger it is necessary to protect the child from the natural consequences of his disturbing behavior.

Action instead of words in times of conflict. Children tend to become "mother-deaf" and act only when raised voices imply some impending danger or action and then they respond only momentarily. Usually the child knows very well what is expected of him. Talking should be restricted to friendly conversations and not used as disciplinary means.

Don't interfere in children's fights. By allowing children to resolve their own conflicts they learn to get along better together. Many fights are provoked to get adults involved and by separating the children or acting as judge we fall for their provocation, thereby stimulating them to fight more.

Take time for training and teaching the child essential skills and habits. If a mother does not have time for such training, she will spend more time correcting.

Never do for a child what he can do for himself. A "dependent" child is a demanding child. Most adults underestimate the abilities of children. Children become irresponsible only when we fail to give them opportunities to take on responsibility.

COOPERATIVE LEARNING ASSIGNMENT
"Getting The Facts on Kids"

Today you will get the facts about children and the developmental stages of children.

In each co-op decide who will read chapter _____ and chapter _____ in _____ textbook.

I will pass out four "question cards" to each co-op the last 15-20 minutes of class. Each co-op will present the answers to the questions to the class in an oral report at the period's end. Remember, each person talks!

These chapters have information in them that you will need to do a good job on the child development activity that starts tomorrow.

I will need the cards back. Please do not write on them.

CHILD DEVELOPMENT ACTIVITY

Each co-op will plan and make one activity to be used in a community child care facility.

The activity will:

Show unconditional love

Model fairness

Teach something

Meet children's needs

Be appropriate for the chosen age

Use the planning process

Each co-op will have multiple workers and one product. Each co-op will evaluate and improve their own product as needed. (Use the evaluation sheet provided.)

Due _____

Have fun! Have fun! Have fun!

CHILD DEVELOPMENT ACTIVITY EVALUATION

ACTIVITY NAME _____

NAMES _____

DATE _____

	POINTS POSSIBLE	POINTS EARNED
SHOWS UNCONDITIONAL LOVE HOW?	5	_____
MODELS FAIRNESS HOW?	5	_____
TEACHES WHAT?	5	_____
MEETS CHILDREN'S NEEDS WHICH ONES AND HOW?	5	_____
APPROPRIATE FOR AGE WHICH ONES?	5	_____
USING PLANNING PROCESS ATTACH PLANNING PROCESS PAPER	5	_____
COOP LEARNING EVIDENT	5	_____
NEATNESS	5	_____
ORIGINALITY	5	_____
SUBTOTAL	45	
USED AT A CHILD CARE CENTER (These points added by teacher)	5	_____
TOTAL	50	_____

A>=45
B>=40
C>=35
D>=30

V307QB11

LESSON ISSUE: **HOW DO I PLAN FOR MY FUTURE?**

TOPIC (SOMETHING TO **THINK** ABOUT): **WORKING ON WORKING (POWER OF ONE)**

SUGGESTED OBJECTIVE: **Use goal setting process to identify job related skills and career interests.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making, Critical thinking, Creative thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Measurement team evaluation.

SOMETHING TO **THINK** WITH: (Resources)	POWER OF ONE module,"Working on Working"
SOME WAYS TO USE **THINKING** (Process-Activities)	Day 1: -Explain POWER OF ONE - class project for individuals, extended learning, recognition. Show pins and certificates. -Have students fill out the concern checklist and identify 2-3 items for possible projects. -Go over the basic POWER OF ONE steps. -Pass out planning packet consisting of pages 24, 25, and 27. Explain these pages and have students fill them out and turn in stapled to their concern checklist. - Read over planning packets before class the next day and make comments. Day 2: -Show the following items on the overhead: planning evaluation sheet, page 28; follow up sheet, page 31; and final evaluation sheet, page 32. Explain measurement team meetings. -Choose measurement teams of one other student and one adult. Have students form groups of 2--they become the student part of the measurement team for each other. -Have each pair choose an adult from faculty with planning during that class period, counselors, aides, administrators, secretaries, available parents, etc. (Some teachers prefer to form groups of 4 and some have acted as the adult team member for every student in their class.) -Pass back planning packets and have students make any needed revisions. Collect again.

	Days 3-5: -Contact faculty chosen and give sample forms. Schedule them for appropriate time (approximately 5 minutes per student) for a given date during class period. -Have any students who were absent for planning get caught up. -Develop a record keeping system for projects--use page 39 from POWER OF ONE publication or Appleworks data base, or notecards. -Explain to students their responsibilities as measurement team members. Day 6: -Briefly review measurement team meeting procedure. -During the class period, each team meets and reviews each project. -Students work on class assignment during time not being evaluated. -Students work on projects within the given time frame (four weeks works well). When due date approachs- 3-4 day time period: · Contact faculty and give them a sample of the final evaluation form. Give them the date and time for their evaluations. Use class time for evaluations. Students work on class assignment during time not being evaluated. If using FHA recognition, make record of projects completed under paid members and on-paid members. Paid members may receive pins. Certificates may be made for all project completers.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Have students do an additional POWER OF ONE project on their own.

SECTION 4

MANAGEMENT OF HOME AND WORK

DESIGNED PRIMARILY FOR THE INTERESTS AND CONCERNS OF OLDER STUDENTS

LESSON ISSUE: **HOW DO I LEAD A HEALTHY AND BALANCED LIFE?**

TOPIC (SOMETHING TO **THINK** ABOUT): **DRUGS AND ALCOHOL**

SUGGESTED OBJECTIVE: **Identify roles of family members in an alcoholic family. Recognize the impact of alcohol usage on the family.**

LEADERSHIP SKILLS: Critical thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Worksheets in cooperative groups.

SOMETHING TO **THINK** WITH: (Resources)	-Video "Under the Influence" -Teacher Resource, **Chemical Dependency In The Family.** **Family Roles** **Effect on the Family** -Speaker from Alateen or Alanon
SOME WAYS TO USE **THINKING** (Process-Activities)	-In Cooperative learning groups, after video, determine which character played which role. -Complete worksheet in groups and report orally to class.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Interview adult child of an alcoholic to determine effect of alcoholism on him and family. -Research the community for names and phone numbers of agencies to help individuals and families dealing with alcoholism -Attend an open meeting of AA.

CHEMICAL DEPENDENCY IN THE FAMILY

Family Stages

When a family member becomes a victim of alcoholism or another drug addiction, the rest of the family tends to react in predictable ways. They may move through any or all of the following stages:

Stage 1: Denial. Family members deny there is a problem; nonetheless, they try to hide the problem from themselves and others. The family feels embarrassed and becomes concerned with its reputation. Family members accept the chemically dependent person's excuses for excessive drug behavior and make excuses themselves. Relationships in the family become strained, and members try to create the "perfect family" illusion.

Stage 2: Home Treatment. Everyone tries to control the chemically dependent person's drug use, in a variety of ways -- eliminating the supply of drugs, nagging, threatening, etc. The family becomes socially isolated, and members feel themselves to blame. Low self-worth mounts as they fail to control the dependent family member.

Stage 3: Chaos and Disorganization. A crisis occurs as a direct result of the dependent person's use of drugs, and the disease can no longer be denied or hidden. The family feels helpless, children become confused and frightened, family violence may occur, financial difficulties become pressing, and the family may seek outside help -- with a desire for a "magic solution."

Stage 4: The family attempts to reorganize by easing the dependent person out of her/his family role and responsibilities. The dependent person is either ignored or treated like a child, and other family members remain torn with conflicting emotions -- love, fear, guilt, anger, shame, and resentment.

CHEMICAL DEPENDENCY IN THE FAMILY
FAMILY ROLES

Within this framework, family members -- particularly children -- develop certain roles which enable them to survive. Some of these roles are:

1. **Chief Enabler.** Chief enablers assume primary responsibility for protecting the chemically dependent person and the other family members from the harmful consequences of the addiction. Chief enabler behavior includes lying about work or school absenteeism, covering financial debts, and making excuses for inappropriate actions.

2. **Family Hero.** Family heroes assume responsibility for providing the family with self-worth. They often take on the role of family counselor and are usually high achievers. Family heroes strive to be A students, participate in extracurricular activities, and appear to be extremely independent. Their feelings of low self-worth, fear, and loneliness conflict with their apparently successful behaviors.

3. **Family Scapegoat.** Family scapegoats cannot compete with family heroes, so they try to get attention by becoming troublemakers. The family then often directs its hostilities toward the family scapegoat, thus diverting the attention away from the real problem of chemical dependence. Family scapegoats soon become estranged from their families, develop strong peer group attachments, and often become chemically dependent themselves.

4. **Lost Child.** Lost children try to escape the family's crises by withdrawing. This withdrawal is often characterized by a retreat into a fantasy world of books or television. Family members appreciate the lost child, who doesn't cause any trouble; thus, they reinforce the behavior. Lost children often become emotionally attached to a material possession that they can trust will always be there.

5. **Family Mascot.** Family mascots use humor and clowning to attract attention and also to distract the family from their problems. Family mascots can be hyperactive and become accustomed to being the center of attention. When this attention is not forthcoming, they usually feel an extreme loss of self-worth.

These roles are often assumed throughout life, as long as survival is maintained. Children having grown up with a chemically dependent family member may end up interacting with their peers and then their own children in patterns similar to those in their former home life. The person usually requires outside help to break the pattern.

FAMILY ROLES
"UNDER THE INFLUENCE"

For each role, identify the family member and give examples of their behavior.

1. Chief Enabler.

2. Family Hero.

3. Family Scapegoat.

4. Lost Child.

5. Family Mascot.

EFFECT ON THE FAMILY
"UNDER THE INFLUENCE"

While watching the film, identify examples of each effect.

1. Fear

2. Suspicion

3. Anger

4. Denial

5. Distrust

6. Blaming

7. Disappointment

8. Confusion

LESSON ISSUE: **HOW CAN I HAVE A SUCCESSFUL, SATISFYING RELATIONSHIP?**

TOPIC (SOMETHING TO **THINK** ABOUT): **MALE/FEMALE ROLES**

SUGGESTED OBJECTIVE: **Analyze traits which make opposite sex attractive/desirable.**

LEADERSHIP SKILLS: Creative thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Verbal check. Open-ended statements.

SOMETHING TO **THINK** WITH: (Resources)	Paper and pencil. "Possible Traits" list.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Divide class into small groups of all boys and all girls. - Assign each the task of making a list of traits which make opposite sex attractive/desirable. Rank order the traits. -Write list of traits on overhead and use as basis for discussion. -Complete open-ended statements: 1. "This activity made me feel ..." 2. "I agree with ... because ..." 3. "I disagree with ... because ..." 4. "I was really surprised that ..."
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Write a list of traits you personally like and compare it with the class consensus list. Tell why your list is different. -Possible traits to be listed: Punctual Good body/physique Smiles Honest Tries to be feminine/masculine Compliments Generous -Design a survey on the topic to be submitted to the school newspaper

LESSON ISSUE: **HOW DO I HAVE A SUCCESSFUL, SATISFYING RELATIONSHIP?**

TOPIC (SOMETHING TO **THINK** ABOUT): **DATING VIOLENCE**

SUGGESTED OBJECTIVE: Identify potentially abusive relationships. Analyze early intervention strategies.

LEADERSHIP SKILLS: Cooperative learning., problem solving.	EVALUATION TECHNIQUES:Assess cooperative groups for process. Assess Shared statements for solution.

SOMETHING TO **THINK** WITH: (Resources)	-Teacher information: **Dating Violence** -Student handouts: **Identifying a Potentially Violent Relationship, How Do We Express Emotions?, A Guide for Improving Your Relationship.**
	-Teacher will share the information on dating violence, including: 1. an overview of dating violence 2. profile of abuser and victim -In groups of 4 or 5, students will identify common areas of conflict in dating. Groups will share responses with the class. (Teacher will add to the list if students omitted any.) -Students will then complete **Identifying Potentially Violent Relationship** and share in groups (this may be difficult for some). -Have students complete **How Do We Express Emotion?** Share in groups. Students compile a list of ways people deal with anger. Groups share with class. -In groups students will develop guidelines for improving the relationship. Share with class. (Teacher may need to add to the information using handout.) -Teacher asks the students to complete the following: "I learned ..." "I was surprised ..." "I am aware ..." "I noticed ..." "I realize ..." -Students go around room and each student may share one finished statement with the class.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Volunteer at a crisis clinic. -Complete a bulletin board on violent relationship. -Discuss with family.

DATING VIOLENCE I

INTRODUCTION

The nature of a dating relationship or courtship contributes to stress, feelings of insecurity, personal vulnerability, and the possibility for conflict. Physical and verbal abuse are often used as a means of expressing anger and relieveing stress. This violent behavior can destroy a relationship, or even worse, keep increasing in severity if the relationsip continues.

VOCABULARY

Abuse - mistreatment or physical or verbal injury.
Aggression - forceful, attacking action that may be physical or verbal.
Anger - the emotion directed toward something or someone that hurts, opposes, offends, or annoys.
Dating Violence - occurrence of verbal or physical violence between partners in a casual or dating relationship.
Jealousy - envy; resentment; fear that a loved person may prefer someone else.
Victim - a person who is injured or taken advantage of.

NATURE AND EXTENT OF DATING VIOLENCE

Until recently it had been assumed that violence only occurred after marriage. However, in 1981, research was published that reported students on a college campus had experienced violence in their dating relationships. Since then, further studies have been conducted including one by Dr. Carol Siegelman, Carol Jordon-Berry, and Katherine Wiles at Eastern Kentucky University. This research shows that violence occurs in dating relationships of college and high school students. The statistics show a range from 25-50 eprcent of casual dating relationships experience violence.

What is Dating Violence? Dating violence is the physical or verbal abuse between partners in a casual or serious dating relationship. Physical abuse includes:

* pushing and shoving
* slappinng, hitting, and kicking
* hitting with an object
* threatening with a gun or knife
* using a gun or knife
* forcing sexual relations
* other forms of physical violence

Verbal abuse is consistent, intentional destruction of the partner's self-esteem through harassment such as:

* name calling
* threatening
* giving put-downs

PROFILE OF THE VICTIM

The victim of dating violence may be male or female. Generally, however, due to the physical size and strength of males, if the violent relationship continues the female will be the victim. Abusers and victims can come from all income levels, race, religious, and educational levels.

PROFILE OF THE ABUSER

The abuser(s) can be either party or both parties involved in a dating situation. Learning Activity 2 will help you recognize if either you or your partner is a potential abuser.

Reprinted from: Consumer and Homemaking Curriculum. Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

DATING VIOLENCE II

AREAS OF CONFLICT

Violence in dating occurs most frequently during an argument. Three topics are most often the subjects of arguments: jealousy, alcohol, and sex. Young couples hit out of anger. Violence ocurs when an individual has not learned positive ways to handle anger. Often an individual in a violent relationship has experienced violence before--witnessing abuse between parents or being physically abused as a child. The abuser has learned violence as a way to handle anger.

Most often the topic of argument is jealousy. mild or occasional jealousy expresses a positive emotion and is complimentary. In violent relationships, however, its form is extreme, and the result is mistruct, possessiveness, attempts by the jealous partner to control the mate, and arguments which may lead to violence.

The overuse or abuse of alcohol is often a topic for argument. Most frequently, violence in these relationships takes the physical form of slapping with pushing and shoving also being common. Verbal abuse will be name calling, blaming, and giving put-downs. Alcohol does not cause people to be violent, but, for people who are already prone to violence, it decreases their inhibitions and increases the likelihood that violence will occur at that time. Alcohol also serves as an excuse. The next day one can say, "I never would have done it if I had not been drunk."

The extent of and/or the frequency of intimacy in a relationship is also a topic for argument. These arguments often happen in conjunction with the use of alcohol and/or other drugs. This type of violence can and does, many times, lead to date rape.

DEALING WITH ANGER

Everyone gets angry. It is a normal, healthy emotion. If, however, you cannot control your anger or what you do with anger, it can lead to violence. Human beings have the intelligence to control their own responses to situations that are not within their control. The behavior of others is something a person cannot control.

How can one control anger? Basically, there are three ways:

* "Stuff it"
* "Escalate it"
* "Direct it"

"Stuffers" usually begin with an I message and follow it with thoughts which reflect low self-esteem.

Example: "I am not angry or uptight."
"I really messed up this time."

A person who "stuffs" the nager usually becomes withdrawn or depressed but eventually he/she can no longer smother the emotion and will EXPLODE. Stuffing is NOT an effective method of handling anger.

"Escalators" begin their sentences with you. They blame and they call names.

Example: "You made me angry."
"Why did you do that?"
"It's all your fault."

Escalators tend to blow up and their anger can ultimately turn into violence. Escalating is NOT an effective method of handling anger.

"Directors" use sentences that begin with I feel ... or I would like ...

Example: "I feel angry when you pick me up late for our date."
"I would like to wait until we leave the restaurant or talk in a softer voice."

"Directing it" IS an effective method of dealing with anger. You are taking the responsibility for your own feeling. This response is the beginning of dealing with your own behavior.

DATING VIOLENCE

PREVENTING DATING VIOLENCE

Good communication is the key to preventing dating violence. It serves to increase one's understanding of ideas and feelings. Understanding does not necessarily mean agreement. When disagreements occur the goal is to change or solve the problem situation without violence. Try fighting fair:

* Describe the problem behavior. Do not attack the person.
* Describe how the problem affects you—your feelings.
* Do not destroy things, especially things that are meaningful to the other person.
* Do not argue while using drugs or alcohol.

HUMAN DEVELOPMENT SUPPLEMENT: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

IDENTIFYING A POTENTIALLY VIOLENT RELATIONSHIP

Directions: In the space on the left, place a check mark by all characteristics that apply to you. In the space on the right, place a check mark by all characteristics that apply to your dating partner.

YOU	CHARACTERISTICS	YOUR DATE
	1. Was physically or sexually abused as a child.	
	2. Has witnessed violence between own parents.	
	3. Has parents who were abused by their parents.	
	4. Uses alcohol or drugs excessively.	
	5. One or more parent uses alcohol or drugs excessively.	
	6. Displays violence against others.	
	7. Deals with anger in a violent way.	
	8. Displays an unusual amount of jealousy towary others.	
	9. Displays unusual amount of jealousy when you are not together.	
	10. Expects to spend all free time with your partner.	
	11. Has rigid stereotypes of male/female role expectations.	
	12. Expects to be kept informed of the other's whereabouts.	
	13. Displays an unusual amount of possessiveness.	
	14. Displays behaviors of name-calling, screaming, or ridiculing the other person.	
	15. Becomes particularly angry when you do not take advice the other gives.	
	16. Feels afraid when your partner becomes angry with you.	
	17. Not making your partner angry has become an important part of your behavior.	

Tally the number of check marks for yourself and for your date.

A potentially violent person who may become abusive in a dating relationship is described by the above 15 statements. How many of them apply to you? How many apply to the person or persons you date?

BEWARE if your relationship seems to run in a cycle: tension builds, something explodes, and then things go very well for a period of time until tension begins to build again. If you findd this to describe your situation, you are involved in a potentially violent relationship.

Adapted from: Consumer and Homemaking Curriculum. Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

DATING VIOLENCE III

HOW DO WE EXPRESS EMOTION?

Each of the ten questions below has been assigned a positive or negative number of points. As you ask the questions, have the students keep a running total, adding or subtracting points if they have done the respective behavior, or zero points if they have not.

When all the questions have been asked and students have totalled their points, have them raise hands as you ask who scored negative points, zero points, 1 point, 2 points, etc. (Be sure to announce that a student may choose to refrain from raising a hand.) Also, announce that the intention of the exercise is not to discuss whether it is good or bad to score any certain number of points, but to begin to think about the ways all of us express our emotions. (It also serves as a good warm-up exercise and gets students actively involved in the presentation.)

POINTS		HAVE YOU EVER ...
+2	1.	Sat down and calmly discussed your angry feelings with someone?
-1	2.	Thrown something when you were angry?
+2	3.	Cried when you felt sad?
-1	4.	Chewed your nails when you felt nervous?
+3	5.	Said to someone, "What you just did really hurts my feelings"?
-3	6.	Hit someone during an argument?
-1	7.	Laughed when you were not supposed to, such as during class or in church?
+2	8.	Said "I love you" to someone?
-2	9.	Said something you later regretted saying during an argument?
+2	10.	Said "I am sorry" first after an argument?

*Written by Carol Jordon-Berry, Lexington YWCA Spouse Abuse Center, 1985.

Reprinted from: Consumer and Homemaking Curriculum. Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

DATING VIOLENCE IV

A GUIDE FOR IMPROVING YOUR RELATIONSHIP

Self-Development

1. Develop inner resources and strengths. Build self-confidence by making decisions for yourself. Be involved in situations and circumstances which result in independent thinking, decision making, and the building of self-esteem. Take positive action to enhance self-concept: take a trip alone, develop a hobby or special interest that is uniquely yours. Get to know yourself by spending time with yourself, by yourself. LEARN TO LOVE YOURSELF!

2. Strengthen communication skills and assertiveness techniques. Learn to ask for what you need. Learn to say no without feeling guilty. Learn to express yourself clearly, honestly. Assertiveness training is offered through local colleges and universities; books on the subject are available at local bookstores.

3. Learn to be independent. Create your own plan for your life. Develop career and personal goals. Achieve a sense of independence whether you are in a relationship or not. Statistically, most women will live part of their lives along (through being single, divorced, separated, or widowed).

4. Develop a good support system of friends and/or family.

5. Educate yourself about women's issues and women's rights. Read; get involved in local women's programs and organizations.

Relationship Considerations

1. Do not get married for the wrong reasons. These include: fear of loneliness, a feeling that you are incomplete without a spouse, avoiding an unhappy homelife, financial dependency, conern that you will be labeled an "old mail," the need to "save" the other person, or the attitude that "a man will take care of me for the rest of my life."

2. Be yourself. If you find it difficult to be yourself with your future spouse, examine the relationship carefully.

3. Get to know your future spouse. Learn how he/she relates to women/men in general, how he/she relates to his/her family and friends, and how he/she deals with frustration and anger. Find out about past relationships.

4. Communicate your goals, needs, beliefs, personal philosophies before marriage. Be clear on such issues as children and finances.

5. Trust your gut-level feelings about the person you plan to marry. Natural doubts about marriage are normal; deeply felt concerns about the person signal problems.

6. Be realistic about expectations of change after marriage. Conflicts left unresolved before marriage do not miraculously disappear.

7. Finally, if you get into an abusive relationship, get help immediately, do not wait until a pattern of violence has been established. Use your support system. Call Spouse Abuse Center hotline for counseling or shelter. (See the directory listing for the telephone number.)

Reprinted from: Consumer and Homemaking Curriculum. Human Development Supplement: Prevention of Family Violence Series. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

LESSON ISSUE: **HOW DO I HAVE SUCCESSFUL, SATISFYING RELATIONSHIPS?**

TOPIC (SOMETHING TO **THINK** ABOUT): **MARRIAGE**

SUGGESTED OBJECTIVE: **Explore options for dealing with key issues in marriage.**

LEADERSHIP SKILLS: Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Analysis of group lists.

SOMETHING TO **THINK** WITH: (Resources)	-Questions from students for couples to answer - Give ahead of time to panel members. -Panel of married couples.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Presentation to class by panel of couples married for varying lengths of time. -Discussion the day following the panel. -In small groups: 1. Prepare a list of ways couples manage income. Give reasons why you support or reject each method listed. 2. Identify the parenting styles you observed. Tell why you liked or disliked each one. 3. Evaluate the various communication skills you observed by listing each and giving examples of each.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Based on the issues presented by the panel, design a series of questions to be used to interview one or two married couples.

LESSON ISSUE; HOW CAN I IMPACT MY COMMUNITY?

TOPIC (SOMETHING TO **THINK** ABOUT): **PARLIAMENTARY PROCEDURE**

SUGGESTED OBJECTIVE: Participate in and conduct successful, orderly meetings, using parliamentary procedure.

LEADERSHIP SKILLS: Group process,	EVALUATION TECHNIQUES: Meeting checklist. Discussion.

SOMETHING TO **THINK** WITH: (Resources)	**-Simplified Parliamentary Procedures.** "Parliamentary Procedures In Action" from Educational Filmstrips and Video, 1401-29th, Huntsville, Texas. -Slips designating roles students will play. President's slip will include agenda items. -Parliamentary Procedure transparencies (5) **-Checklist For Effective Meetings**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Short presentation on Parliamentary Procedure (use film strip and/or transparencies). -Have student randomly choose a slip of paper which assigns a role to play as a member of a meeting. -Students prepare for their roles in the meeting using any available resources. (Each meeting should have at least 8-12 members including: president; vice president; secretary; treasurer; chairs for standing committees: membership, finance, recreation, etc., and 1 member to evaluate the procedure. -Students conduct the meeting. -Complete check list. -Class meets as a whole to discuss problems and challenges experienced. "How does this procedure work in getting business done?" "What are the problems? How can these be reduced?" "How do you feel about everyone's chance to express his/her concern during the meeting?" "How could this procedure be adopted to family meeting?" - If time permits, class members exchange role slips and repeat the above procedure. (If time constraints prevent the second "practice" meeting, conclude the class with a review using transparencies of parliamentary procedure
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Make arrangements to attend a community meeting to observe parliamentary procedures in action.,

SIMPLIFIED PARLIAMENTARY PROCEDURES

Parliamentary Courtesies

Courtesies are expected of all members.

1. Be punctual for chapter meetings.
2. Address the president as "Madam/Mister Chairman" or "Madam/Mister President".
3. Stand when addressing the president, as in making a committee report, making a motion or discussing a question before the chapter
4. Sit down promptly when finished talking.
5. Do not speak during the business meeting except when addressing the chair and then only after having been properly recognized.
6. Never talk or whisper to another member during the meeting.
7. Confine discussion to the question before the group.
8. Never stand to get recotnition from the president when another member has the floor.
9. Willingly accept the decision of the majority.

Order of Business

1. **Call to order.** The president calls the meeting to order after determining a quorum is present. The presiden taps the gavel and says, "The meeting will come to order".
2. **Opening Ceremonies.** Opening ceremonies may be used by the organization. Roll call, if customary, is held at this time.
3. **Reading of the Minutes.** The president asks the secretary to read the minutes. Following the reading, the president asks, "Are there any corrections to the minutes?" The president responds, "The minutes are approved as read," or "as corrected".
4. **Officer Reports.** Treasurer gives a financial statement. The president responds, "the report will be placed on file". Secretary reads correspondence received. If correspondence requires action, it will be acted on under "New Business".
5. **Reports of Standing Committees.** Standing committees are called on for reports in the order they are listed in the by-laws. Motions arising out of these reports should be handled immediately.
6. **Reports of Special Committees.** Any special committees who are to report should be called on in the order in which they were appointed.
7. **Unfinished Business.** When the minutes show that the decision on some item of business was postponed to the present meeting or that a question from a previous meeting is pending, it should be listed on the agenda under unfinished business. The chair should not ask, "Is there any unfinished business?" but simply proceed through the items listed. An idea discussed informally at the previous meeting agreed to be brought up at the next meeting should be included under new business.
8. **New Business.** After unfinished business is taken care of the chair asks, "is there any new business?" At this point members may introduce new items of business. As long as members are claiming the floor to introduce business, the chair may not deprive them of their rights by hurrying through the proceedings.

9. **Announcements.** When all new business has been handled and no member wishes to bring further items to the group for consideration, the chair proceeds to announcements. However, urgent announcements may be made to the chair at any point during the meeting.
10. **Program.** The program is usually presented before the meeting is adjourned since the groups may want to take action as a result of the information provided. It is acceptable to have the program at the beginning of the meeting. To move the program to an unscheduled portion of the agenda, the presiden simply says, "If there are no objections, we will have our program at this time".
11. **Adjournment.** The president may call for an adjournment of the meeting with second and vote simply. If no further business, adjourn the meeting or have members stand and repeat the CREED. Gavel may be tapped to close the meeting.

Additional parliamentary procedures helps can be found in: Robert, H.M. (1954), Rules of Order (Rev. ed), Scott, Foresman & Co., Glenview, IL, Russell, The "How in Parliamentary Procedure, Interstate Printers, Danville, IL (1981), A Handbook of Parliamentary Procedure; Mister Chairman, State Supt. of Pub. Inst., Olympia, WA.

CHECKLIST FOR EFFECTIVE, EFFICIENT ORGANZATIONAL BUSINESS MEETINGS

_____Meeting begins on time

_____Agenda available to all members

_____Meetings called to order

_____Officer and Committee reports

_____Parliamentary procedure properly used

_____One item of business taken up at a time

_____Courtesy to everyone/harmony prevails

_____Majority rule carried out

_____Minority rights preserved

_____Motions properly presented, discussed, and voted upon

_____Unfinished business

_____New business

*Election of officers

_____Type of vote decided upon

_____Every member participation

_____Friendly relaxed feeling

_____Adjournment

Personal participation

How I participated

How can I be an even better contributor

FIVE BASIC PRINCIPLES
OF PARLIAMENTARY PROCEDURE

1. ONLY ONE SUBJECT MAY CLAIM THE ATTENTION OF THE ASSEMBLY AT ONE TIME.

2. EACH PROPOSITION PRESENTED FOR CONSIDERATION TO FULL AND FREE DEBATE.

3. EVERY MEMBER HAS RIGHTS EQUAL TO EVERY OTHER MEMBER.

4. THE WILL OF THE MAJORITY MUST BE CARRIED OUT AND THE RIGHTS OF THE MINORITY MUST BE PRESERVED.

5. THE PERSONALITIES AND DESIRES OF EACH MEMBER SHOULD BE MERGED INTO THE LARGE UNIT OF THE ORGANIZATION.

PARLIAMENTARY PROCEDURE

OBJECTIVES:

1. ONE THING AT A TIME.

2. COURTESY TO EVERYONE.

3. THE RULE OF THE MAJORITY.

4. THE RIGHTS OF THE MINORITY.

5. DEVELOP A SPIRIT OF HARMONY WITHIN THE GROUP.

USE OF THE GAVEL

ONE TAP ----------GROUP TO BE SEATED

MOTION PASSED/FAILED

TWO TAPS----------START THE MEETING

THREE TAPS----------GROUP TO RISE

PROGRESSION OF A MOTION

1. A MEMBER RISES AND ADDRESSES THE PRESIDING OFFICER.

2. THE MEMBER IS RECOGNIZED BY THE PRESIDING OFFICER.

3. THE MEMBER PROPOSES A MOTION BY SAYNG "MISTER/MADAM PRESIDENT, I MOVE...."

4. ANOTHER MEMBER SECONDS THE MOTION.

5. THE PRESIDING OFFICER STATES THE MOTION TO THE ASSEMBLY.

6. THE ASSEMBLY DISCUSSES OR DEBATES THE MOTION.

7. THE PRESIDING OFFICER TAKES A VOTE ON THE MOTION.

8. THE PRESIDING OFFICER ANNOUNCES THE RESULT OF THE VOTE.

VOTING PROCEDURE

1. VOICE VOTE

2. RISING VOTE

   A. STANDING
   B. HAND

3. SECRET BALLOT

4. SEPARATION OF THE GROUP

LESSON ISSUE: **HOW CAN I IMPACT MY COMMUNITY?**

TOPIC (SOMETHING TO **THINK** ABOUT): **GLOBAL CONCERNS**

SUGGESTED OBJECTIVE: Experience a typical family life situation in a third world setting. Develop awareness of difficulties of family life in a poor community.

LEADERSHIP SKILLS; Problem solving and decision making, critical thinking, creative thinking, cooperative learning--interpersonal relationships and communication.	EVALUATION TECHNIQUES: Participation in co-operative learning tasks. Completion of budget and activity plan. Discussion

SOMETHING TO **THINK** WITH: (Resources)	**-Family Situation** **-Background Information** **-Options** **-Expenditure Information**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Divide group into families of 6 or 7 -Each student takes a role: - Father reads back ground information -Mother reads the options -Juanita records budget -Carlos records activities -Jose and Maria report to class -Grandmother acts as gate keeper -Have families plan a budget and activities for the next week using expenditures chart. Teacher circulates through room and gives groups different options from options sheet. - Remind students that this is a family which cares about one another and the family as a unit. -Families report on decisions and experiences including feelings. -Follow up with discussion. "How did you feel during activity?" "How are our lifestyles affected by the way Tzuls live? Are they?" "How are their lives affected by the way we live?" "What about this activity is similar to decisions made in your family?" "What does this activity leave you wondering?"
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Volunteer at a mission, food bank, etc. -Participate in World Food Day

GUATEMALAN FAMILY SITUATION

Exercise

Your task as a family is to plan your family budget and activities for the next week.
After about five minutes, the leader should visit the families to offer one or more of the options, one at a time. Keep the exercise moving and encourage creative, yet caring responses.

Situation

Divide the group into "families" of about six or seven persons. Have the members take on the following roles:

Mario Tzul, the father. You inherited your one acre of land from your father. You have tried to live on the crops the land produces but there is only half of what your family needs just to survive. Consequently, you sell the crops to buy corn and rice. You also work six days a week at the nearby coffee plantation, 10-12 hours a day. For all of this, you earn $15 per week, but work is seasonal and lasts about eight months a year. (In 1980, the workers' strike raised minimum wage to $3.20 a day, but this is rarely paid.)

Carman Tzul, the mother. You do the cooking and you try to keep your one-room home, the clothes, and the children clean, but the only water source is a well one mile away. You make the trek daily with Juanita, carrying the water in a pot on your head. You take in laundry from the coffee plantation owner's family. For this, you earn $2.50 a week.

Juanita Tzul, 12 year old daughter. You used to got to school but now you are needed at home to help with the laundry your mother takes in.

Carlos Tzul, 10 year old son. You go to the village school, an hour's walk from home. You gather firewood to sell after school to buy books for school and for an occasional soda pop.

Jose Tzul, 8 year old son. You suffered malnutrition as a child. From lack of vitamin A, your eyesight is poor and you are very small. You do not go to school.

Baby Maria, 6 months. You are greatly treasured by your family, as two children died before you were born.

Grandmother Tzul. Although you are only 46 years old, you look and feel very old. You used to weave and sew most of the family's clothing but thread costs too much now and it is cheaper to buy cloth made in Taiwan and El Salvador. You help with child care and you tell stories of your ancestors to the children.

BACKGROUND INFORMATION

Give these facts to the group before the exercise, either by reading, as a handout or on newsprint.

*Guatemala is known for its extraordinary beauty, its pre-Columbian ruins, its rich farmland, and the dignity of its people.
*Guatemala has 7 1/4 million inhabitants in a country size of Tennessee. About 65 percent of the people are Indian who speak Mayan; the other 35 percent are Spanish-speaking mestizos.
*Half of the population has an annual average per capita income of about $75.
*Four out of five of the children under five years suffer from mal-nutrition; one out of five dies before four years old.
*About 2 percent of the farms control 72 percent of the productive land and use it to produce coffee, sugar, cotton, beef, bananas, and natural rubber, primarily for export.
*Thirty percent of the exports go to the United States.
*There is 1 teacher for every 400 children of school age. There is 1 soldier for every 140 citizens.
*In a recent year, the U.S. Department of Commerce approved a $3.2 million license for the commerical cash sale to Guatemala of 150 military trucks and jeeps.
*Many North American corporations do business in Guatemale, such as Coca-Cola, Pillsbury, Cargill, Weyerhauser, Federal Cartridge Corporation of Minneapolis, Del Monte, Goodyear Rubber, Philip Morris, Bank of America.

EXPENDITURES			RECOMMENDED (NOT REQUIRED DIETARY ALLOWANCES*
Corn (for tortillas)	10¢	lb.	7 pounds
Dried beans	30¢	lb.	3 1/2 pounds
Rice	20¢	lb.	3 1/2 pounds
Chicken	75¢	lb.	3 lbs. or an extra 2 lbs. beans
Eggs	10¢	egg	7
Milk	10¢	cup	21 cups
Soda pop	20¢	bottle	
Beer	50¢	bottle	
Candles	10¢	week	
Firewood for cooking	$2.50	week	
Visit to doctor	$1.00		
Medicine	50¢ to $5.00		
Offering to church	at least 5¢		

*for the family per week

OPTIONS - (Teacher or leader should distribute one or more of the following options to each group)

Carlos may work on the coffee plantation instead of going to school. Wage $5.00 per week.

Juanita may go to live with a wealthy family in town and care for their children. Wage: food, housing, $1.00 per month.

Grandmother becomes ill. A visit to the doctor is recommended but the doctor is five miles away. Medicine, if bought, will cost $1.50.

Other children could gather firewood for the family to save $2.50.

Baby Maria is sick. Carman has heard an advertisement on the radio that infant formula helps babies become healthier. Cost: 25 cents/day. If Carman quits breast feeding, she cannot begin again.

A loan is available from the coffee plantation store. Interest rate is 10 percent per month.

Workers on the coffee plantation organize a labor union and decide to go on strike. Unions are officially guaranteed by the constitution but only 2 percent of the work force is unionized. The workers are asking for a raise of $5.00 per week, but the plantation has threatened to bring in a death squad. If Mario joins the union he may lose his job or his life; if he doesn't join, he will be ostracized by other workers and his life could be in danger.

LESSON ISSUE: **HOW CAN I IMPACT MY COMMUNITY?**

TOPIC (SOMETHING TO **THINK** ABOUT): **WORLD FOOD SUPPLY**

SUGGESTED OBJECTIVE: Be aware of world food supply inequity and the impact on families and communities.

LEADERSHIP SKILLS: Planning process for problem solving and decision making, critical thinking, creative thinking, cooperative learning, interpersonal relationships and communication.	EVALUATION TECHNIQUES: Written evaluation of **Hunger Pie Activity.**

SOMETHING TO **THINK** WITH: (Resources)	-Video/film/article on World Food Shortages; food and population, etc. **-Hunger Pie Activity** **-Statistical Information**
SOME WAYS TO USE **THINKING** (Process-Activities)	-Use film or article on world food shortages or food supply. Student identify issues illustrated or described. -Complete **Hunger Pie Activity**.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Conduct food drive. -Have food lab with supplies allocation based on country's wealth

HUNGER PIE

(A Simulation Game)

The distribution of the world's people, land, resources, and food is extremely critical and complex. This exercise, though simplistic, is aimed at increasing awareness of the distribution inequity found in the world today. It can be adapted to any size class or group by taking the (percentage of) world population found in each continent into the number of participants you are working with. (See directions following)

1. With masking tape divide the floor of the room into five areas simulating the five major continents. Label each continent with a piece of construction paper taped to the floor (in the shape of the continent or with the name of the continent). Suggested color: Africa = pink; Asia = yellow; Europe = orange; South & Latin America = blue; North America = green. (See back sheets for "pie" directions).

2. Prepare birthplace cards of the same color and write the corresponding country name on each. Use the following percentages to make up the cards. Africa 10%; Asia 59%; Europe 17%; Latin and South America 8%; North America 6%. (See additional information on population statistics on next pages).

3. Place country cards in a box and have participants draw out country cards and go to the area of the "pie" that they've drawn.

Stop to discuss these facts:

a. No one had a choice where they were born. How do you feel about your birthplace?

b. Europe is the most densely populated contrary to most people's opinion that Asia is.

c. Space is not really the problem, considering total land area. However, people don't live all over most continents. They mostly live in cultivated areas which are considerably smaller areas. Move persons into the "cultivated" land space which is approximately: Africa 5%; Asia 12%; Europe 17%; Latin America 4%; North America 12%.

4. At this point have people move out of their cultivated areas to cover the continent again. Make per capita income cards (2 1/2 x 6 colored paper in colors matching the country cards. The number of cards per country corresponds to the percentage of world GNP that the continent holds. The number written on the card represents the per capita income for that continent.)

There will be 100 money distribution cards representing 100% of the world's money.

GNP/Per Capital Card

Africa	$240.00 per person per year	3 pink
Asia	$300.00 per person per year	4 yellow
Europe	$2,000.00 per person per year	23 orange
L. America	$650.00 per person per year	8 blue
N. America	$5,500.00 per person per year	62 green

Distribute the money cards to each continent and see who gets "the money". (a) Only 3, 5, 6, of 8 people? (b) Do these represent the richest and the poor have almost nothing? (c) Look at the abundance of money in Europe and North America. Proportionally this illustrates the Haves and the Have nots. Chairs may be used to symbolize per capita income and the gross national product of the continent and distributed accordingly, i.e. Asia would get 18 chairs for her 59 people where North America would get 37 chairs for her 6 people.

GNP STATISTICS

Continent	$Per Capita	$Per Continent	% ing	$World
Africa	240	99 B.	3	3
Asia	300	710 B.	4	19
Europe	2,000	1,404 B.	23	38
L. America	650	207 B.	8	5
N. America	5,500	1,320 B.	62	35
		B.	100	100

Distribution of other items that are needed or desired by most of the people may be utilized as well for emphasizing GNP. Possibly distribute song books and ask the group to sing a song (unfamiliar----and stop the music between verses and chide the Asians and/or the Africans for not participating in the world market).

(Another simulation could be to read the next directions in Spanish, French, or German, and see what the response is to "not understanding").

5. Using 200 fish crackers to illustrate the distribution of certain foods (animal protein) around the world. Have a representative from each country come to a "distribution table" and give them their allottment of food. (This can be counted out and put in bags ahead of time). They are to distribute it to the people of their country. Each continent gets "fish" in proportion to the amount (of animal protein) that they consume. There are 2 crackers for each one percent of the food.

Africa	20 pieces
Asia	10 pieces
Europe	50 pieces
Latin America	30 pieces
North America	90 pieces

Additional factors and variations may be introduced into the simulation by, a) having a group of future births who may be occasionally brought into the continents on the basis of current birth/death rates. b) immigration - a transfer of people from one continent to another may be instituted equivalent to current intercontinent migration figures.

As with most simulations, the attempt is to give a general perspective and impression rather than exact calculations. This approach helps surface some of the questions and concerns that need exploration in these days. Participants generally see the world and the individual continents in a new light at the end of the simulation.

****Adapted from John T. Conner - Corvallis, Oregon

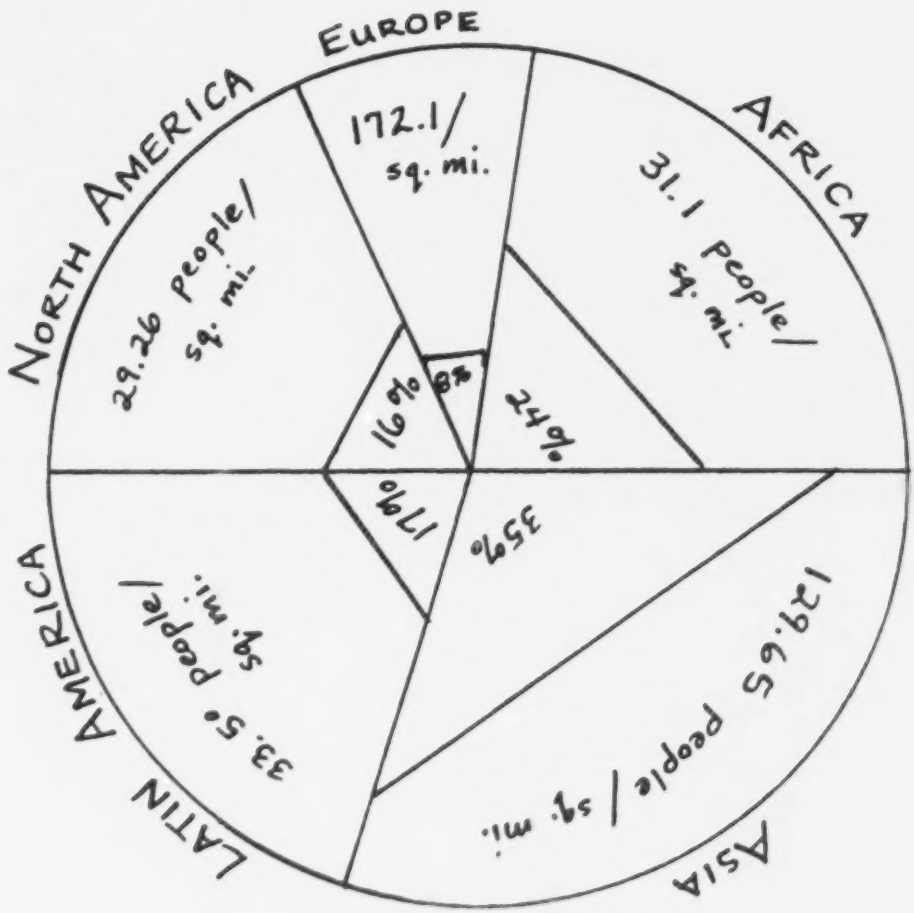
*The animal protein illustration provides the greatest disparity - American per capita consumption exceeds Asia 9 to 1. Total protein would be a little over 2 to 1, and calories disparity would be 3 to 2.

Data revised 6/75
(Needs to be revised again)

After ending the simulation have students respond to the following questions:

1) What continent were you in and how did you feel?
2) If you could have chosen, which continent would you have liked to be in, why?
3) What could you as an individual or our class as a group do to help others who have less?

MODEL FOR DIVIDING ROOM
INTO "CONTINENTS" FOR
HUNGER PIE ACTIVITY



STATISTICAL INFORMATION

The disparity in even one food area is apparent. Other foods are also very unequally distributed making it very difficult for people to get balanced food needs, let alone adequate calories for sustaining a healthy life.

LAND-DISTRIBUTION DATA

	Total Area	Under Cultivation*
Africa	11.7 Million sq. mi.	5%
Asia	17.1 Million sq. mi.	12%
Europe	3.8 Million sq. mi.	17%
Latin America	7.8 Million sq. mi.	4%
North America	7.6 Million sq. mi.	12%
	48 Million Sq. Mi.	

*Most of the potentially arable land in the world is now under cultivation, and the majority of the people live in the arable areas.

Birth Place Cards

Prepare birth place cards out of colored paper matching that of the continent in proportion to the world's population. (See below)

Birth Place Cards

POPULATION STATISTICS

Continent	Millions	Percent
Africa	412	10
Asia	2,367	50
Europe	702	17
Latin America	319	8
North America	240	6
	4,040 Billion	100

LESSON ISSUE: **HOW DO I MANAGE STRESS?**

TOPIC (SOMETHING TO **THINK** ABOUT): **CONFLICT MANAGEMENT**

SUGGESTED OBJECTIVE: **Develop skill in managing conflict.**

LEADERSHIP SKILLS: Problem solving , Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Conflict resolution in cooperative groups. Written paper.

SOMETHING TO **THINK** WITH: (Resources)	-**Star Power** -Poker chips (blue, red, yellow, white) -Construction paper badges -Bags or large envelope -**Conflict Management Practice**
SOME WAYS TO USE **THINKING** (Process-Activities)	-**Star Power** (Subotnik Version) -Using cooperative learning groups, practice and evaluate conflict management, using **Conflict Management Practice** handout.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Write a paper describing a conflict you have had with a friend in the past year. Discuss how you might have handled things differently.

STAR POWER (SUBOTNIK VERSION)

Materials

Plenty of poker chips - blue, red, yellow, white.
Construction paper badges to be attached by pin or tape.

Sturdy bags or large envelope to hold chips.

Teacher Prep

Divide chips into 3 groups and place in bags. One bag should have a preponderance of blue and red chips, the second bag - an even distribution, third - lots of yellows and whites with few reds and one blue.

Activity

Seat students in 3 groups, each around one of the bags. No one should be able to look inside. Each person pulls out 5 chips while one person holds up the bag so the choosing is done blindly. When everyone has 5 chips, point out the following equations on the board:

Blue = 50	
Red = 25	
Yellow = 10	5 of a kind - 100 additional
White = 5	4 of a kind - 50 additional

Students will have 3 minutes to negotiate trades with anyone in the room in any manner they see fit. Ignore cheating. After 3 minutes, students should total their scores and write their name and score on the board. Students should then return to their seats and put the chips back into the same bag they originally drew from. Scan the names of the students with the highest scores. They should nearly match the names of the people who sat around the bag with the most blue chips.

Announce that all students with a certain score (in the vicinity of the highest) and higher will now be stars, get to wear star badges, and sit at the table where the highest scoring bag is (without drawing attention to how special that table is). The next group of scores becomes the squares and sits at the table with evenly distributed chips, and third group is the circles.

Play several rounds allowing some students to change groups by manipulating the accumulated total point cut-offs for membership in a group. Each time, chips should be returned to the bag they were pulled from that round. Reward the stars for their high points by saying that they may add a new rule to the game. By this time, many circles will be furious, dropped-out or cheating. Play another round with the new rule and debrief.

Debriefing should include a confession of the bag-fixing as well as discussion of individual feelings. How did it feel to move from one group to another? How do the behaviors of circles and stars reflect other human behaviors? What conflicts did this activity create?

CONFLICT MANAGEMENT PRACTICE

1. Students are assigned a partner and find a place to sit together. Have them identify who is "person A" and who is "person B." Person A imagines that he/she has something in his/her hands that person B wants, but he/she refuses to give it to B. Without describing what "it" is, inform person B that "You really want what person A has." Tell person B, "You have four minutes to get "it" from person A.

   After two minutes, call time. Ask the participants to reverse roles and let person A try to get "it" from person B.

   When each person has had a chance to be the "have" and the "have not", ask for volunteers to share what they did to try to get "it" from the other person. Make a list of these responses on the board (reasoned, physically forced the other to open her/his hand, cajoled, told him/her I wouldn't like him/her if she/he didn't share "it," etc.).

   Explain that while this is a game or "simulation," we can sometimes learn a lot about ourselves by looking at how we respond in such a contrived situation. Have the students write what they did to get "it" from their partner.

2. Students identify three conflicts they have had with friends over the last few years. They write a one-sentence description of each of these conflict situations. Next to each conflict, describe what they did in response to the conflict, and describe what the other person did. Then describe the outcome of the conflict situation. For example:

Situation:	What they did: What I did:	Outcome:
My friend borrowed my coat and returned with a large rip in it.	I yelled at her and told her she was a slob and could never borrow anything of mine again. She got angry, called me names and didn't speak to me for three weeks.	I never lent her another thing. We grew apart it and only now are getting to trust each other again.

3. Then ask the students the following two questions, which can be talked about in the large groups, in groups of two, three or four, or written.

   a. Were your responses to any of the three conflict situations in any way similar to your response in the simulation? How?

   b. In a conflict situation, are you more likely to:

      1. blow up and have a fight
      2. sit down and talk it through
      3. not mention it and simmer inside

4. Ask the students to help you generate a list of possible conflicts between friends. They can use written descriptions, other past experiences, or from hypothetical situations. For example:

   a. A friend is always criticizing and rarely offering support.

   b. Nineteen out of every twenty times you are the one who initiates contact with your friend.

   c. A friend wants to see you more than you want to see her/him.

   d. A friend borrows something and returns it damaged in some way.

   e. A friend borrows things and never returns them.

   f. A friend always eats over at your house and never invites you to his or her house, or volunteers to help pay for the food.

   g. A friend calls you at 2:30 in the morning and says, "Hi, just wanted to rap."

   h. A friend insults your mother or father.

   Point out that what is a conflict for some people may not be a conflict for others. For example, one person might mind a friend calling at 2:30 a.m. while another might not.

5. Explain that there are many ways to deal with conflict: forget it; write the person a letter; change the environment in a way as to alleviate the conflict (e.g., put a "Please, No Smoking" sign outside your house if you don't want people to smoke inside); and so on.

   Students identify whatever ways that they have used to successfully deal with conflict.

6. Select from the group list a conflict situation that lends itself well to face-to-face encounter and resolution. Ask for two volunteers. Assign each person a role in the conflict situation. Have them try four different ways of dealing with the conflict:

   a. to get angry and have a fight
   b. to be angry and not have a fight - "sit on it"
   c. to make an attempt to talk it out using I-messages
   d. to get frustrated and leave the scene

   After each attempt, ask the student volunteers to share how they feel about themselves and each other after having responded to the conflict the way they did. You'll be able to point out that they felt better about themselves and the relationship when they were able to work through the conflict without either dumping on each other or denying the conflict.

7. Break the class into groups of three. Have the members of each group number off, one, two, three, etc. Then ask each person to think of a conflict situation that he/she has been in or could imagine him/herself being in. Give each person a chance to act out the conflict with another person in the trio while the third person listens and makes observations. Give each person four minutes of acting time and two minutes of observation, sharing, and discussing time. Ask each person to try to work through the conflict without either dumping or denying. (Dumping means telling the other person off without trying to resolve it. Denying means being unwilling to admit it is a conflict.)

   Conclude by pointing out that learning to deal iwth conflict is a critical skill. Unresolved conflicts have undermined and destroyed many relationships. Gentle honesty seems to be an important quality of persons who are able to maintain friendships over long periods of time.

8. Students write 3 "I learned" statements about conflict resolution.

LESSON ISSUE: **HOW DO I MANAGE STRESS?**

TOPIC (SOMETHING TO **THINK** ABOUT): **LEISURE TIME ACTIVITIES**

SUGGESTED OBJECTIVE: **Increase awareness of available resources for activities in the community.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making,Critical thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Evaluation of illustrated talk.

SOMETHING TO **THINK** WITH: (Resources)	-Telephone book -Community Resource Manual -Publications from City Parks Department -Library -**"Illustrated Talk Event" and Rating Sheet**
SOME WAYS TO USE **THINKING** (Process-Activities)	-1, 3, 6-ing activity - identify leisure time activities. -Have students form groups of 3. Each group will research and prepare a 10-minute illustrated talk. (Each group needs to select a different leisure time activity.) Groups will provide handouts outlining possible resources for activity. -Students will give presentation to class. Other students will use the **Illustrated Talk Rating Sheet** in order to evaluate their presentation.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Extended learning: Try a new leisure time activity. Write an evaluation of your experience. -Questions on Leisure Time Activities: List 6 leisure time activities and resources available in your community for each one. Beside each activity, indicate whether the activity is individual (I) or group (G) or both (B). Beside each activity that costs more than ten dollars, put a $ sign. Indicate on the list which activities you'd like to try (T).

ILLUSTRATED TALK EVENT

Illustrated Talk, an individual event, recognizes members for their ability to make a presentation about issues concerning areas of home economics.

Illustrated talks are speech presentations using props such as charts, posters, pictures, real objects or media. They are not factual lectures nor "how to" demonstrations. The intent is to present views on issues in home economics and how FHA/HERO members can address the issues.

Event Categories

Junior: through grade 9
Senior: Grades 10-12 (includes graduating seniors)

Eligibility

1. Each chapter may submit one entry in the junior category and/or one entry in the senior category as appropriate.
2. The event category is determined by the member's grade in school during the school year preceding the National Leadership Meeting.
3. Any FHA or HERO member is eligible to participate.

Criteria for Evaluation

Participants will be evaluated on:

knowledge of the subject matter and issues presented

the visual aids used in the presentation

the effectiveness of the presentation

an information packet prepared for evaluators

Guidelines

1. An illustrated talk is a five-to-ten (5-10) minute speech presentation supported by visual aids about issues affecting the quality of individual and family life or occupational preparation. The issue chosen should be one that:

   represents a concern of youth and of the participant
   reflects current social or economic issues
   can be addressed by an FHA/HERO chapter

Illustrated Talk Event Continued

2. The topic chosen must be an issue related to one of the areas of study in Consumer Homemaking Education or Home Economics Occupations, listed below:

   Consumer Homemaking Education

   Child development

   Family relations

   Food and nutrition

   Clothing and textiles

   Home furnishings and housing

   Consumer education and home management

   Home Economics Occupations

   Child care

   Services to the elderly

   Food service

   Clothing

   Home furnishings and equipment

   Institutional and home management

   Hospitality services

3. The presentation should--

   discuss the issue

   state how the issue relates to individual, family life or occupational preparation

   discuss how FHA/HERO members can address the issue

4. Factual lectures and "how to" demonstrations do not qualify as illustrated talks in this event.

5. Participants are required to show proof that they have presented this talk to a school or community group prior to participation in the Regional Evaluation session.

6. An entrant may use any combination of activities or visual aids with the necessary portable equipment. Suggested aids might include puppets, posters, slides, cassettes, charts, and other media.

Illustrated Talk Event Continued

7. Notes may be used during the presentation.

8. Entrants should dress in appropriate attire for a public presentation.

9. Each participant must submit three typed copies of an information packet (placed in a 9 x 11 3/4" manila file folder) to the Session Coordinator during registration at the Regional and State Evaluation session consisting of--

   a cover sheet with participant's name and topic

   an outline of the presentation

   references used (publications, books)

   date, location and proof of prior presentation of the Illustrated Talk (photo, news clippings, letter of invitation or thank you)

10. The presentation and information packet must be the work of the student.

11. All necessary aids and equipment except a table, chairs, and an easel are the responsibility of the participant. All visual aids should be easily seen by the audience and evaluators. The presentation area must be kept clean and neat at all times.

12. Participants will have five minutes to set up for the presentation. Other persons may assist.

13. At the designated time the individual will present the talk to the evaluators and audience.

14. Participants may use a watch or clock. Time notification will be given at 5, 7, and 9 minutes. At the end of 10 minutes, participants will be asked to stop.

15. The evaluators will ask questions to:

   clarify any points

   determine knowledge of the subject matter

16. The evaluators will discuss the presentation among themselves, score each entry and then spend a few minutes reviewing the strengths and weaknesses with the presentors.

17. Participant and helpers will remove the equipment.

18. The total time required for this event is approximately 30 minutes.

Star Events

Illustrated Talk Rating Sheet

Name _____ City/State _____

Category: ☐ Junior ☐ Senior Title of talk _____

Instructions: Write in the appropriate rating under the "Score" column. Where information or evidence is missing, assign a "0". Total the points. Make comments to help participants know where they did well or needed improvement.

Evaluation Criteria	Excellent	Very Good	Good	Fair	Poor	Score	Comments
1. **Content**							
Relationship of issue to individual, family life or occupational preparation	10	8	6	4	2		
Subject knowledge	20	16	12	8	4		
How FHA/HERO members can address issue	10	8	6	4	2		
2. **Visual Aids**							
Visibility to audience	5	4	3	2	1		
Effective/educational	5	4	3	2	1		
Complementary/suitable	5	4	3	2	1		
3. **Presentation**							
Introduction	10	8	6	4	2		
Pitch/tempo/volume	10	8	6	4	2		
Gestures/mannerisms	5	4	3	2	1		
Grammar/pronunciation	10	8	6	4	2		
Summary	5	4	3	2	1		
4. **Information Packet**							
Information content complete	5	4	3	2	1		

Total _____

Circle rating achieved:

3 Star 90-100 points
2 Star 70-89 points
1 Star 1-69 points

Evaluators: Please initial after rating event _____

Verification of total score (please initial)

_____ Room consultant
_____ Lead consultant
_____ Final verification

LESSON ISSUE: **HOW DO I PREPARE FOR MY FUTURE?**

TOPIC (SOMETHING TO **THINK** ABOUT): **MONEY MANAGEMENT**

SUGGESTED OBJECTIVE: **Develop and use a plan for spending.**

LEADERSHIP SKILLS: Planning process for problem solving and decision making.	EVALUATION TECHNIQUES: "I learned" statements. Evaluate spending plans.

SOMETHING TO **THINK** WITH: (Resources)	-**Preparing a Budget** -**Reducing Expenses** -FHA program--FINANCIAL FITNESS.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Students calculate income and expenses. Using a decision-making model, students explore possible ways to balance income and expenditures, i.e.: roommate, live at home, training for raise. -Ask for student volunteers who would like assistance in preparing a personal budget. Identify income and expenses. -Using cooperative learning, the class will develop and recommend a spending plan. -Students complete three "I learned..." statements about using a spending plan.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Use activities from FINANCIAL FITNESS, FHA program. -Implement spending plan for personal use for one month. -Be responsible for the family accounting for one month. -Keep record of expenditures for one week. Evaluate and recommend changes.

PREPARING A BUDGET

The first thing to consider is money. Fill in the blanks in the budget outlined below. If you have a job, you may use what you make per hour there and if you are not employed, use $3.85 per hour which is generally what one gets for an entry-level job. Figure on a 40-hour week.

INCOME:

Hours worked per day _____ x hourly wage = $ per day:	$_____
Income per day _____ x 21 days = monthly income	$_____

PAYROLL DEDUCTIONS:

Federal income tax (20 percent)	$_____
Social security (6 percent)	$_____
Union dues (1 percent)	$_____
Other deductions, if any (like health insurance)	$_____

FIELD EXPENSES:

Rent (check local paper for average prices)	$_____
Utilities (some are covered by the rent). On the ones not covered, check with your parents.	$_____
Car payment	$_____
Car insurance	$_____
Gas or travel expenses to and from work	$_____
Other payments (like stereo, tools, etc.) if any	$_____

VARIABLE EXPENSES:

Personal supplies such as toothpaste, haircuts, soap, laundry, etc. per month	$_____
Clothing--basic replacements, shoes, repairs, etc.	$_____
Groceries	$_____
Lunches (if you eat out)	$_____
Spending money--shows, concerts, gifts, dates, skiing, recreation	$_____
Other variable expenses	$_____
Total expenses:	$_____
Next, enter your monthly income here:	$_____
Enter total expenses here and subtract from your monthly income:	$_____
What do you have left for savings or other uses?	$_____

REDUCING EXPENSES

If your income does not meet your needs--then what? Is there some way to reduce expenses?

For example, you could rent a room with a family somewhere rather than an apartment.

You could share the expenses for an apartment with a friend. If you do that, what expenses will that reduce? List them.

_____ How much will it save? $_____

_____ How much will it save? $_____

_____ How much will it save? $_____

_____ How much will it save? $_____

_____ How much will it save? $_____

Are there other ways to reduce your expenses?

_____ How much will it save? $_____

_____ How much will it save? $_____

_____ How much will it save? $_____

What is the total amount you can reduce your expenses by $_____

Reduce your total expenses by what you have just calculated and subtract this new figure from your monthly income. Now, what do you have left over?

SOME ONE-TIME EXPENSES

Few things we do are as simple as they seem. Here are some other one-time costs you must also take into account.

First and last month's rent--a refundable cleaning fee?

Most apartments come with stove and refrigerator--what about other furniture, dishes, something to cook in, towels, blankets, sheets, etc.?

LESSON ISSUE: **HOW CAN I PREPARE FOR MY FUTURE?**

TOPIC (SOMETHING TO **THINK** ABOUT): **CAREER INTERESTS/JOB SKILLS**

SUGGESTED OBJECTIVE: **Demonstrate job seeking skills including preparation, interview and follow-up.**

LEADERSHIP SKILLS: Critical thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: STAR event rating sheet.

SOMETHING TO **THINK** WITH: (Resources)	-Application forms. -**Teacher Information: --Resumes, Cover letters, Applications, Interview Follow up .** -STAR Event-**"Job Interview" and rating sheet** **-Sample Interview Questions.** -Possible resource people:- Local business persons, personnel manager, school or district career specialist. - -Computer program for resume if available.
SOME WAYS TO USE **THINKING** (Process-Activities)	-Teacher or resource person provides information on resume writing, cover letters, application, interviews, and follow up letters, followed by student practice. -Students complete section of **"Job Interview"** STAR Event In small group each student will present his/her packet for the STAR Event Each member of the group will evaluate using the **"Job Interview Rating Sheet"**. Conduct practice interviews and evaluate using rating sheet. Have resource people conduct interviews and video tape if possible and evaluate using the rating sheet.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Apply for a job.

TEACHER INFORMATION: RESUME

What is a Resume?

A resume is a personal data sheet. It is a short summary of important facts about you. These facts help an employer decide whether or not to hire you. Any person who is serious about seeking a job should always have a well-thought-out, up-to-date, and well-prepared resume.

Why Is Your Resume Important?

You should prepare a resume for the following reasons:

1. To gain confidence by becoming more aware of your qualifications and skills.

2. To help you complete an employment application quickly and accurately.

3. To demonstrate your potential as an employee. (Resumes reflect a job applicant's potential better than the employment application. Therefore, a resume should always be given to the employer along with the completed application.)

4. To show the employer you are organized, prepared, and serious about getting a job. (Employers often consider you an above-average candidate for a job because you included a resume.)

5. To become more self-assured during the interview because all the facts and dates are in front of you.

6. To provide further information when submitting your employment application, particularly if you do not get an interview. (Often this extra fact sheet can help you get an interview at a later date.)

7. To mail to out-of-town and local employers. (Often you can mail copies of your resume to more employers than you can visit. This saves you time and money.)

8. To distribute to relatives, friends, guidance counselors, teachers, character references, and other persons who are willing to help you find a job. Your resume gives these important people a clear picture of your qualifications. It also acts as a constant reminder that you are seeking employment. A job lead could very well result from one of these close contacts.

Resume Information:

GENERAL RESUME DESCRIPTION

PERSONAL INFORMATION

Your name, address, and telephone number enable an employer to contact you. The prospective employer may need to know some further facts about you such as age, health, etc., but this information must stay within the bounds of your state's fair employment laws.

EDUCATION

Present your educational experience in reverse chronologic order: List the last school you attended first, followed by your next-to-last school. Include dates of attendance, the name and location of the schools, the curriculum studied (general education, college preparatory, business education, etc.), and the diploma or degree you earned. You need not list your elementary school or other education considered insignificant.

WORK EXPERIENCE

Include all paid and volunteer work because work of any kind shows responsibility. Present your work experience in reverse chronologic order. Include the dates of employment, the names and locations of the companies or organizations, and the job titles.

WORK SKILLS

Skills that you have learned either in school or somewhere else are important in getting the job you want. An employer will carefully examine your skills to determine if those skills can be utilized by the business. Examples of skills are:

- office machine operation
- computer operation
- mathematical problem solving
- bookkeeping
- report writing
- sales ability

Your skills can also be demonstrated in two other areas: human relations and organization. Your ability to get along well with other people is essential to any company.

HONORS, ACHIEVEMENTS, AND OTHER INTERESTS

Honors, achievements, and other interests can sometimes be substituted for actual work experience. Your participation in sports, music, etc., in school should be listed along with any special recognition you may have received. Community activities such as scouting, the American Red Cross, etc., should also be listed in this section. An employer may have a personal interest in one of these areas, and you may be able to capitalize on this mutual interest.

REFERENCES

Be prepared to list several good references. Usually the name, business title (if any), company or organization, address, and telephone number of the reference are required. Ask permission of those whom you plan to list as references. Good references include a former employer, a teacher, or friends who are well established in business. If you decide not to list references on your resume, type the phrase "Excellent references available" under the heading References and have a separate list of references in case it is requested.

TEACHER INFORMATION: APPLICATIONS

What Do Employers Look for in an Employment Application?

Most employers require applicants to complete an employment application. The employment application gives the employer facts about you which can be kept on file. The information you provide and how well you present the information indicates to an employer the following:

1. Your ability to follow instructions. Have you carelessly or carefully filled out the employment application? Keep it neat.

2. Your character. The application form asks facts about you that reveal your personality.

3. Your achievements. The employment application allows you to mention past accomplishments.

4. Your ability to hold a job. There will be questions concerning your employment history.

5. Your thoroughness. Did you answer all the questions on the employment application? Don't leave blanks.

After completing an employment application, you may or may not get an interview. The outcome could depend on how well you completed the form. Remember: Always include a copy of your resume with your employment application.

What Information Is Required on the Employment Application?

Gather the information and materials needed to complete your employment application. Much of the information you are seeking is on your resume. Make sure you have the following when completing an employment application:

1. Two pens (blue or black ink), two pencils, an eraser, paper clips.

2. Your current and previous addresses and Social Security number.

3. Educational information--include grade school to present. Give names and addresses of schools, the diplomas or degrees you earned, and the dates you attended each institution. Indicate any subjects in which you excelled.

4. Work experience--state past jobs and responsibilities. Give names, addresses, and phone numbers of past employers; the dates of employment; job responsibilities; the wages earned; the names of your supervisors; and your reasons for leaving each job. Include military experience (if any) and volunteer work.

5. Business and machine operation skills.

6. Special certificates, licenses, professional organizations, and other business-related documents, honors, and achievements that could give you an advantage over other applicants.

7. A list of references--include their names, job titles, company names, addresses, and telephone numbers.

8. Copies of your resume. Remember to attach your resume to the completed employment application with a paper clip.

TEACHER INFORMATION: COVER LETTER

What is a Cover Letter?

A cover letter consists of a few simple paragraphs that state the job for which you are applying, your qualifications, and your request for an interview. It is important that this introductory letter be clearly and concisely written, as it is usually the first contact you have with a prospective employer. Remember the rewards of a good first impression.

When Is a Cover Letter Helpful?

Use a cover letter when:

1. The employer you wish to contact lives in another city and you are mailing your resume to that employer.

2. You are answering a newspaper help-wanted ad.

How Should You Write a Cover Letter?

Use the following guidelines when writing a cover letter:

1. Address your letter to a specific person, if possible. Use the city telephone directory or some other source.

2. State the purpose of your letter and the position for which you are applying.

3. State those qualifications that make you well suited for the job.

4. Request an interview.

5. Sign your letter before sending.

Sample Cover Letter:

2842 South Lane
Billings Heights, WA 99101
January 29, 19__

Mr. Walter Hash
Personnel Manager
Sigma Incorporated
2829 Dixon Landing Road
Billings, WA 99101

Dear Mr. Hash:

Please consider me for the position of Inventory Clerk as advertised in the Tri Valley Herald, January 28, 19__.

In my current position as a clerk for Central Drug Store, one of my major responsibilities is maintaining a satisfactory inventory for all nondrug items. This part of my job requires accurate mathematical calculations, attention to details, and good organization. These skills would be useful in the position you have open.

Enclosed is my resume. I would appreciate an interview to discuss my qualifications and will call February 3 for an appointment. Thank you.

Sincerely,

Kevin Schultz
(509) 555-6707

Enclosure

V307L802

TEACHER INFORMATION: INTERVIEWS

The Interview

The interview is your chance to sell yourself. You must give the impression that you have the skills necessary for the job you are seeking, that you are dependable, and that you get along well with people. Knowing what to do and what not to do during the interview ensures confidence and success. Be aware that most interviews usually contain the following stages:

- Introduction (what the job is about)
- Questions about you and your qualifications
- Questions from you about the job, company, etc.
- Closing remarks

During the introduction stage, present your completed employment application, your resume, and any reference letters if you have not already done so. During the introduction stage the interviewer will explain the job and the company to you. Listen carefully.

During the question stage the employer will be leading the interview and you will be answering questions. Again, listen carefully. Answer all questions in a brief, concise manner. Relate all answers directly to the job. Use standard English and avoid using slang.

When all the questions have been answered, you will have a few moments to sell yourself. Show that you are interested in the job by stressing your strengths and by mentioning those strong qualities that might not have been discussed. Also, demonstrate your willingness and eagerness to learn. This is the third stage of the interview process when questions from the interviewee are welcomed. Be sure to ask questions about the job and the company. Impress upon the interviewer that you would very much like to work for the company.

At the end of the interview, make a complimentary observation about the company. This will leave a positive image.

You may or may not get the job immediately. If a decision cannot be made now, ask when it would be convenient for you to call about the hiring decision. Then, shake the interviewer's hand and make your closing remark. Say "I'm happy to have met you. Thank you for your time."

Do's and Don'ts of Interviewing

DO:

--Firmly shake the interviewer's hand when introduced.

--Know the interviewer's name in advance; use the name in conversation with the interviewer.

--Remain standing until you are asked to be seated.

--Make yourself comfortable and maintain your poise.

--Be agreeable at all times.

--Take any examination requested.

--Be courteous in your manner of approach. Say, "Good morning, Mrs. Smith, I am John Stevens."

--Present your resume to the interviewer. Leave it with him or her.

--Answer all questions directly and truthfully.

--Use correct English. Avoid using slang.

--Allow the interviewer to lead the interview.

--Ask questions about the job opening and the company.

--Express your appreciation for the interviewer's time.

--Demonstrate your ability to take constructive criticism in a mature way.

--Show interest in the company.

--Look the interviewer in the eye.

--Indicate a willingness to start at the bottom. Do not expect too much too soon.

--Make the interviewer aware of your goals and your sincerity about planning your career.

DON'T:

--Mumble.

--Place your handbag, briefcase, or other articles on the interviewer's desk. (Keep them in your hands or place them on the floor beside you.)

--Play with your tie, rings, bracelets, hair, etc.

--Gossip or badmouth former employers.

--Beg for work.

--Makes jokes or argue.

--Chew gum.

--Smoke.

--Slouch in your chair.

--Answer a question before the question is completely asked.

--Interrupt the interviewer.

--Make excuses, show evasiveness, or hedge on facts presented in your record.

TEACHER INFORMATION: FOLLOW UP

Why Follow Up an Interview?

After all interviews for a position have been completed, there sometimes may be two or three equally qualified applicants for the one job opening. All of the applicants would probably make good employees, but only one may be selected. The selection will be difficult. However, one determining factor in making such a selection may be based on the applicant who exhibits the strongest desire or interest in the job. Therefore, the applicant who follows up on the interview may be the one selected for the job.

How Do You Follow Up a Job Interview?

You can follow up a job interview in two ways:

1. Make a return visit or a telephone call two to three days after your interview.

2. Promptly send a post-interview letter.

By making either a return visit or a phone call, you can determine if a decision has been made about the job opening. If a decision has not been made, indicate that you are very interested in the job and in working for the company.

Here is a five-step follow-up plan for what you might say when calling or visiting the company:

1. Reintroduce yourself

   "Hello, Mrs. Smith. My name is Jane Doe. I interviewed with you last Wednesday for the job of Assistant Manager."

2. Add any additional thoughts you may not have covered when you interviewed.

   "I did not mention in our interview my present plans for enrolling in an accounting class. Having some accounting background would be helpful in performing the job duties of Assistant Manager."

3. Emphasize your strengths for the job.

   "Mrs. Smith, the interview confirmed my belief that I have the skills required for the position of Assistant Manager. My experience in dealing with people and my attention to details are valuable skills that would be needed for this job. I also believe that the position of Assistant Manager would be a challenging career opportunity."

4. Find out if a hiring decision has been made.

   "Has a hiring decision been made for the position of Assistant Manager?"

   If a decision has been made and you did not get the job, ask the interviewer how you might have created a better impression. You could say:

   "I am sorry you don't feel I am the person for the job. At some future date I would like to interview again with your company. Could you give me some suggestions for creating a better impression?"

   Such constructive criticism is valuable for future interviews. Make this a learning experience.

5. Thank the interviewer.

   "Thank you for your time. I will wait for an answer."

   Or, if you did not get the job...

   "Thank you for telling me how I might improve my interviewing skills."

The second method of following up the job interview is to write a post-interview letter. This letter should be typed and mailed immediately after the interview. Don't put this off! A sample post-interview letter is shown.

3841 Beal Street
Rockville, WA 90850
September 15, 19__

Mrs. JoAnne Smith
Personnel Manager
Bliss Manufacturing Company
3877 Henderson Street
Rockville, WA 90850

Dear Mrs. Smith:

Thank you for giving me the opportunity to interview for the position of Secretary with your company. The interview was interesting as well as informative.

The interview confirmed my opinion that I have the skills required for the secretarial position with your company. My experience in handling customer telephone inquiries, typing payroll reports, and being relied upon for filling in for absent workers would be beneficial to Bliss Manufacturing Company.

I believe this position would provide a challenging career opportunity for me in my chosen field. If hired, I would prove to be a most dependable employee.

Sincerely,

Jane Doe

SAMPLE INTERVIEW QUESTIONS

1. In what position are you most interested?

2. Why did you leave your last job?

3. What pay do you expect?

4. Why do you want to work for our company?

5. How long do you expect to work for this company?

6. Do you have any references?

7. Are you willing to relocate?

Are you willing to travel?

8. Are you looking for permanent or temporary work?

9. Why do you think we should hire you for this job?

10. Have you had any serious illness or injury that may prevent you from performing your job duties?

11. What are your strengths and weaknesses?

12. How do you feel about working with a younger (or older) supervisor?

JOB INTERVIEW EVENT

Job Interview, an individual event, recognizes members who satisfactorily complete a job application form, participate in an interview and communicate a personal understanding of and ability to perform home economics job requirements.

Event Categories

Junior: through grade 9
Senior Consumer Homemaking: grades 10-12 (includes graduating seniors)
Senior Occupational: grades 10-12 (includes graduating seniors)

Eligibility

1. Each chapter may submit one entry in the junior category, one entry in the senior consumer homemaking category, and one entry in the senior occupational category as appropriate.

2. The event category is determined by the member's grade in school during the school year preceding the National Leadership Meeting.

3. Any FHA or HERO member is eligible to participate.

Criteria for Evaluation

Participants will be evaluated on:

an interview for a home economics related job conducted by event evaluators

an information folder including a resume prepared prior to the STAR Event

an application form and follow-up letter completed during the STAR Event

Guidelines

1. Participants will apply for a job requiring a home economics background (example: child care, food service, community and home service, fabric and textile apparel). All positions should be ones for which the student is presently qualified. Participants are to use factual information throughout the application process and interview.

2. Jobs appropriate for each category are--

   Junior--any job using home economics skills, generally at an entry level (example: babysitting)

Senior Consumer Homemaking--any job using home economics skills that do not require intensive occupational training at the high school level (example: selling fabrics)

Senior Occupational--any job using skills learned in home economics occupational training programs at the high school level (example: food service worker, child care aide)

3. The following information is to be prepared in advance. All information must be typed. Submit three copies (on 8½" x 11" paper in a 9" x 11 3/4" manila file folder) to the event lead consultant at the orientation session:

   Job specification sheet: name of firm, firm size, job title, short job description, hours, wages typically offered for this job

   Resume

   Letter of application: addressed to firm indicated on job specification sheet

   Two letters of recommendation: one from a school official, counselor or teacher; one from an employer or other source. Additional letters will not be considered at the evaluation process.

4. All materials, other than letters of recommendation, must be the work of the student.

5. At the STAR Event, participants must complete an application form in the presence of a receptionist. Resources such as a copy of the resume, dictionary and reference cards may be used in completing the application. The application form will ask for the following information:

   personal information--name, address, social security number

   education--name and address of schools attended, dates of attendance, extracurricular activities

   former employment--dates of employment, names and addresses of employers, salary, reason for leaving

   references--those people listed in the information folder

   information about the job desired, including salary expected

6. All application forms must be completed in ink; entrants must provide their own pens. Approximately 30 minutes will be allowed. The time and location of this activity will be announced at the orientation session. Failure to appear will result in disqualification. Spectators are not allowed during this session.

Job Interview Event Continued

7. Participants should dress in appropriate attire for an interview.

8. Participants will check in with the receptionist on the day of the event 10 minutes prior to the assigned time. The receptionist will introduce the participant to the evaluators and give them the application and information folder.

9. The evaluators will conduct a 10-minute interview. Sample questions are listed below; however, evaluators may ask other questions.

   How does this job relate to home economics in your state?

   What preparation have you had for this job?

   What would you like most about this job?

   In what extracurricular activities are you presently involved?

   What do you want to be doing five years from now?

   Do you like to work with other people or would you rather work alone?

   What skills do you possess that will make you successful in this job?

   Why do you want this job?

   What do you consider to be your greatest strengths?

10. The evaluators will discuss the interview among themselves, then spend a few minutes discussing strengths and weaknesses with the participant.

11. After the interview, the participant will have 15 minutes to compose an interview follow-up letter in the presence of the receptionist. The entrant may not use notes. The letter must be written in ink. Paper will be provided but participants must provide their own pens. The letter should include--

    appreciation for the interview

    further information not stated during the interview, if any

    whether or not the participant is still interested in the job

12. Participants may not observe interviews of other participants who come before them. Due to the numbers involved in this event and room setup, spectators are not allowed.

13. The total time required for this event is approximately 30 minutes for the application form process and 40 minutes for the interview and follow-up.

Star Events

Job Interview Rating Sheet

Name _____ City/State _____

Category: ☐ Junior ☐ Senior Consumer Homemaking ☐ Senior Occupational

Instructions: Write in the appropriate rating under the "Score" column. Where information or evidence is missing, assign a "0". Total the points. Make comments to help participants know where they did well or needed improvement.

Evaluation Criteria	Excellent	Very Good	Good	Fair	Poor	Score	Comments
1. **Interview**							
Appropriate interview attire	5	4	3	2	1		
Neatly groomed, good posture	5	4	3	2	1		
Friendly, poised personality	15	12	9	6	3		
Job knowledge	15	12	9	6	3		
Job qualifications	5	4	3	2	1		
2. **Information Folder**							
Job specification sheet complete	5	4	3	2	1		
Resume complete and appropriate	10	8	6	4	2		
Well-written letter of application	5	4	3	2	1		
Appropriate letters of recommendation	5	4	3	2	1		
Presented neatly and professionally	10	8	6	4	2		
3. **Application Form and Follow-Up Letter**							
Application form complete	10	8	6	4	2		
Appropriate, business-like letter	5	4	3	2	1		
Neatness, legibility, grammar	5	4	3	2	1		

Total _____

Circle rating achieved

3 Star 90-100 points
2 Star 70-89 points
1 Star 1-69 points

Evaluators Please initial after rating event _____

Verification of total score (please initial)

_____ Room consultant
_____ Lead consultant
_____ Final verification

LESSON ISSUE: **HOW CAN I BE A GOOD PARENT?**

TOPIC (SOMETHING TO **THINK** ABOUT): **PARENTING DECISIONS**

SUGGESTED OBJECTIVE: Analyze the reasons why people choose to have children. Recognize the advantages and difficulties of parenting.

LEADERSHIP SKILLS: Critical thinking and cooperative learning.	EVALUATION TECHNIQUES: Written papers and class reports.

SOMETHING TO **THINK** WITH: (Resources)	Parenting panel - 2-5 parents **Reasons for Parenting** **Parent Interview Form** Locate one or more articles on parenting as background reading (optional).
SOME WAYS TO USE **THINKING** (Process-Activities)	-Using a cooperative group setting, have students brainstorm positive and negative reasons for having children. -Individually or in small groups, have the students identify questions to ask the parent panel. -Have a parent panel presentation. -Discussion: Using the **Reasons for Parenting** and the panel, ask students to try to think about the need the parents have when they have children for this reason. Then ask the students to think of three other ways the parents can meet this need, whether they have children or not. For example, if their need is for someone to take care of them when they are older, other ways to meet this need might be to develop friendships with younger people, to save money to join a retirement community when older, or to cultivate a closer relationship with their nieces and nephews. The point of this exercise is to help the student realize that there are alternative ways to meet the needs that often produce children. The more parents can meet their needs for meaning, affection, and security in other ways, the more their parenting can be a joyous experience and not one of desperate clinging and inevitable disappointment. -Finally, ask the students to write a brief paragraph in their journals, beginning with the words: "At this time, I plan to have/not have children, because....."
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	-Interview one couple with children and one couple who has chosen not to have children about the reasons for their choices. a) Summarize their responses in a one page paper and write another page giving your opinions on whether or not you want to have children and/or b) Come to class prepared to report what you learned (protecting the privacy of the couples, of course).

TEACHER RESOURCE: Reasons for Parenting

1. It's socially expected.

2. They love children.

3. They want to participate in the development of another human being.

4. They want to continue the family name.

5. They derive their meaning in life from their children.

6. They want someone to take care of them when they're older.

7. They've got nothing better to do.

8. They don't know about family planning.

Go down the list and ask students to "code" each item with "good," "bad," or "?" depending on whether they think it is a good reason to have children or a bad reason to have children. They should put a question mark if they can't decide. Ask for their rationale for why they think the reasons are good or bad. If there is a disagreement as to whether it is a good or bad reason, have students explore their differences for a bit and move on to the next one. Don't spend too long on any one reason.

If the list contains eight reasons or fewer, have students begin the next step right away. If there are more than eight reasons, ask students to note on their paper which of the reasons up front they think are the most frequent reasons people have children. Then by some quick show of hands, establish eight reasons from the list which most people have identified as the most frequent reasons. Don't spend too much time on this; it's not an election, just a quick way to pare down the list to a workable length.

PARENT INTERVIEW FORM
(use with optional action)

1. What has been the most rewarding for you in being a parent?

2. What do you think are the most important qualities or skills of a good parent?

3. What, if anything, would have helped you to be better prepared for parenthood?

4. What advice would you give a young couple who are thinking about having children?

5. Are there any other important thoughts you have about being a parent that you haven't already said and would care to share?

LESSON ISSUE: **HOW DO I COPE WITH CRISIS?**

TOPIC (SOMETHING TO **THINK** ABOUT): **DOMESTIC VIOLENCE**

SUGGESTED OBJECTIVE: **Analyze the cycle of violence and its impact on the family system.**

LEADERSHIP SKILLS: Critical thinking, Cooperative learning for interpersonal relationships and communication.	EVALUATION TECHNIQUES: Discussion, checklists, POWER OF ONE evaluation process.

SOMETHING TO **THINK** WITH: (Resources)	Handouts: **Facts/Myths About Domestic Violence, Cycle Theory of Violence, Spouse Abuse Review.** Teacher information on: **"Spouse Abuse"** **"Myths About Batterers and Battered Women"** **"Domestic Violence Continuum"** **"Profile of a Battered Woman"** **"Profile of a Batterer"** **"Domestic Violence Prevention Act"** -Film of domestic violence ("Deck the Halls;" "Burning Bed," etc.).
SOME WAYS TO USE **THINK**ING: (Process-Activities)	Introductory Activity: The teacher will share the following information with students: a. Family violence is a common problem in American families. b. It continues because the public is unaware of the nature and extent of the problem and because society tends to be tolerant of violence in relationships. c. Violence passes from generation to generation. Children learn violence just as they learn other behaviors. d. Domestic abuse is a "silent crime" because society has condoned family violence for generations. e. Women in our society have been taught to be passive, submissive, and subservient. f. Men have been taught to be dominant, aggressive, and physical. g. Can the cycle of abuse be broken? What do you know about domestic violence?

	Activity 1: -Students will independently complete the pretest, **Facts and Myths About Domestic Violence.** -Students will work in pairs, discuss the statements, reach a consensus about answers to the statements, and adjust their answers to indicate the consensus. -The teacher will ask students to discuss responses with the class. -Facts from the bulletin board/transparency may be emphasized at this time also. Activity 2: -The teacher will review the **Domestic Violence Continuum** with the class. Students will be told that they are going to develop similar continuums for physical and psychological abuse to assist them in understanding how behaviors may progress from seemingly harmless to violent behavior. a. Students will work in groups of four to five. b. Ranking behaviors from least to most severe, each student group will develop psychological and physical violence continuums. c. Continuums will be posted on newsprint. d. Continuums will be shared with the class. Behaviors omitted by the students will be identified by the teacher.
	Closing Activity: -Students will list and define behaviors which contribute to each of the following kinds of abuse. a. Physical b. Psychological c. Verbal -Papers will be collected. -The teacher will share the following definitions: Physical abuse: behavior which causes physical pain, restraints, and/or harm. Psychological abuse: behavior which threatens, intimidates, or causes fear, mental anguish, or confinement; implies threat of physical harm; element of fear involved. Verbal abuse: behavior which causes loss of self-esteem by means of words, name calling, or insulting; physical harm is not implied.

	Introductory Activity: -The teacher will present students with a diagram of the **Cycle Theory of Violence**. Students will be asked to identify/explain in writing what they believe happens during each of the three phases of the cycle. The teacher may ask for random responses and note them on a transparency. The teacher will correct responses. Activity 1: -The teacher will introduce the film on domestic violence to the class. Students, working in groups, will respond to the following questions after viewing the film. a. Identify episodes which illustrate the three phases of the Cycle of Violence. b. Identify reasons women stay with batterers. c. List characteristics of the batterer. d. List characteristics of the battered woman. Closing Activity: Students will share responses with the class. During discussion of c and d teacher will compile a master list of characteristics of batterers and battered women, adding to the list characteristics the students omitted.
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	Complete a POWER OF ONE - "Family Ties" Module.

FACTS AND MYTHS ABOUT DOMESTIC VIOLENCE

Directions: Answer the following true or false statements. Place a T in the blank if the statement is true, F if it is false.

____ 1. Domestic violence is a new problem which has occurred due to the pressures of today's society.

____ 2. Most cases of domestic violence are not reported.

____ 3. Most batterers blame themselves for their actions.

____ 4. Many battered women deny being abused.

____ 5. Spouse abuse is usually limited to low income groups.

____ 6. Women in rural areas find it easier to leave than women in cities.

____ 7. Once the couple marries the battering will stop.

____ 8. There is nothing a battered woman can do to make the batter stop abusing her.

____ 9. The batterer usually loves and cares for the person he is hurting.

____ 10. Battered women often provoke their partner's behavior and from that viewpoint deserve what they get.

____ 11. Children whose parents are experiencing domestic violence in their relationship are likely to be abused also.

____ 12. Once a batterer, always a batterer.

____ 13. Most victims are women.

____ 14. Most batterers do not feel they need to change their behavior and so never seek counseling.

____ 15. Battered women are crazy.

____ 16. Drinking causes battering behavior.

Adapted from:
Consumer and Homemaking Curriculum. Human Development Series: Prevention of Domestic Violence. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

ANSWER KEY

1. F
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9. T
10. F
11. T
12. F
13. T
14. T
15. F
16. F

SPOUSE ABUSE

INTRODUCTION

Spouse abuse is often called "the silent crime" because it is probably the most unreported crime in the country. Spouse abuse refers to adults, married or unmarried, who are abused by their partners or ex-partners. The majority of victims are women, but there are reports of men who are also victims of abuse. (Throughout this section he/she may be interchangeable.)

VOCABULARY

Abuse--to treat badly, to hurt, to injure, to insult. Abuse may be physical or verbal.

Battered woman--a woman who is repeatedly psychologically or physically forced to do what the dominant male figure in her life wants her to do without regard for her rights.

Emotional abuse--abuse that is threatening, intimidating, or that causes fear, mental anguish, or confinement.

Physical abuse--abuse dealing with hitting, slapping, pushing, bruising, burning, sexually molesting, cutting, or physical restraining; any inflection of physical pain.

Self-esteem--your image of yourself, how you feel about yourself.

Sexual abuse--sexual contact through verbal coercion or physical force.

Spouse--your marriage partner, husband or wife.

Verbal abuse--abuse by means of words, name calling, insulting; abuse causing loss of self-esteem (feelings of personal worth).

Violence--occurrence of physical or verbal abuse such as slapping, hitting, pushing, shoving; hitting with objects, threatening to use or using weapons, forced sexual relations, name calling, etc.

Adapted from:
Consumer and Homemaking Curriculum
Human Development Supplement:
Prevention of Family Violence Series.
Jefferson County Public Schools and
the Kentucky Department of Education,
1985.

STATISTICAL INFORMATION

"Between 22 percent and 67 percent of dating relationships involve violence." (Cate et al. 1982; Henton et al. 1983; Laner et al. 1981; Makepiece 1981, 1983)

"Twelve percent of high school daters report experiencing a form of dating violence." (Henton et al. 1983)

Husband-wife violence has been estimated to involve anywhere from 50 percent to 70 percent of American families. (Prescott and Lets, 1986)

Between 2,000 and 4,000 women are beaten to death each year. (Time, September 5, 1983)

"Battery is the single major cause of injury to women, more significant than auto accidents, rapes, or muggings." (Time, September 5, 1983)

Violence in American families does not discriminate on the basis of race, class, age, or educational level. It does discriminate on the basis of sex: 98 percent of victims of domestic violence are women.

Seventy-five percent of male abusers were themselves abused as children. At least 80 percent of men in prison grew up in a violent home.

Sixty-three percent of boys, ages 11-20, who commit homicide murdered the man who was abusing their mothers.

The following is a statistical data comparison summary for services provided in 1985 and 1986 by the YWCA Alternatives to Domestic Violence program:

	1985	1986	Percentage Increase
Number of adult victims counseled	431	498	15.5
Number of child victims counseled	196	123	(37.2)*
Total number counseling hours (victim services)	1,568	3,120	99.0
Number adult victims sheltered	185	448	142.2
Number child victims sheltered	163	244	49.7
Total number bednights provided	1,673	3,096	85.1
Number abusers counseled	175	272	55.4
Number domestic violence police reports screened	3,411	3,664	7.4
Number assists with Orders of Protection	619	916	48.0

*Service provision to children in Alternatives to Domestic counseling programs decreased due to institution of a Therapeutic Child Care program under the auspices of the YWCA Child Care Center. This program provides counseling to many children who would otherwise be seen in ADV counseling.

NATURE AND EXTENT OF THE PROBLEM OF DOMESTIC VIOLENCE

Family violence continues because the public is unaware of the nature and extent of the problem and because society tends to be tolerant of violence in relationships. The FBI estimates that wife beating occurs three times as often as rape. Battery is the single major cause of injury to women. Nearly 6 million women will be abused by their partners in any year. Police spend one fourth to one third of their time answering domestic violence calls. In Spokane County alone there are over 300 reports of domestic violence incidents per month.

Violence is a common problem in American families. Almost half of all married couples have had at least one violent episode, with 12 percent having frequent violent episodes. Wife abuse is as common in middle and upper income groups as among the poor. Victims come from all racial, ethnic, religious, and age groups. The National Coalition Against Domestic Violence recognizes 97 percent of abuse victims as women.

Violence usually passes from generation to generation. Children learn violence just like they learn any other behavior. They think using violence is a normal way to treat people and to solve problems. One out of four people who grew up being abuse, neglected, or watching their parents hit each other, use some physical force on their spouse. One out of ten men growing up in these homes several assault their wives.

Women who were abused while dating find abuse still occurs after marriage. It heightens during periods of stress such as unemployment or pregnancy. Researchers believe this may be a form of prenatal child abuse or a husband's attempt to end a pregnancy.

Domestic abuse is "the silent crime" because society has condoned family violence for generations. Throughout history women have been subjected to husbands who believe that a woman is the husband's property and that it is his right to "keep the little woman in line." Women have been taught to be passive, submissive, and subservient. Men have been taught to be dominant, aggressive, and physical.

A cycle of behavior is typical in most, but not all, battering relationships. In cases of domestic violence, it has three phases:

Phase One--Tension Building

Tension rises in the relationship. Things may not be going well for the man. He becomes edging and prone to react to problems in a violent manner. He may scream, break things of value to the woman, throw objects, or punch a wall. He attempts to cut off her ties to friends. He may ridicule her to talk down to her, making her feel she has little worth and that she is the cause of his problems.

Phase Two--Acute Battering Incident, Assault

At this point, the man's rage is out of control. He lets his anger out on the woman. She becomes the object of his violence. He may throw things at her or beat her. This is the shortest phase. It ends when his stress level is reduced and when the batterer feels his point has been made and he is control of the situation again.

Phase Three--Loving, Contrite state, the "Honeymoon"

This is the phase which reinforces the woman's hopes that her relationship with her husband or boyfriend is a healthy and loving one. He may buy her things and concentrate on proving to her that he is sorry for what he did, that beating her had been an unfortunate accident." He usually promises it will never happen again. Unfortunately, these are promises he cannot or will not keep. The cycle is repeated until she takes steps to help herself.

MYTHS ABOUT BATTERERS AND BATTERED WOMEN

1. THE BATTERED WOMAN SYNDROME AFFECTS ONLY A SMALL PERCENTAGE OF THE POPULATIONS.

   Battering is an underreported crime but estimates indicate that one out of every two women will be physical or psychologically battered at some point in her life. Sociologists Straus, Gelles, and Steinmetz reported that in 1976 physical abuse assaults occurred in 28 percent of American homes.

2. BATTERED WOMEN ARE MASOCHISTIC.

   This has been a prevailing myth due to the fact that people very often are not informed to the Cycle of Violence. It is assumed that women stay in abusive relationships because they get some kind of pleasure from doing so.

3. BATTERED WOMEN ARE CRAZY.

   This myth is related to the masochism myth in that it places the blame for the battering on the woman's negative personality characteristics. Unusual actions which may help a woman survive in the battering relationship have often been misdiagnosed by unenlightened helping professionals.

4. MIDDLE-CLASS WOMEN DO NOT GET BEATEN AS FREQUENTLY OR AS VIOLENTLY AS DO POORER WOMEN.

   Women from all socioeconomic groups are beaten; however, poorer women are more likely to be in contact with social service systems with the result that their problems are more visible. Middle- and upper-class women frequently are afraid to report assaults because of public embarrassment and not wanting to harm their husband's careers and reputations.

5. MINORITY-GROUP WOMEN ARE BATTERED MORE FREQUENTLY THAN CAUCASIANS.

   All ethnic groups report similar patterns of violence.

6. RELIGIOUS BELIEFS WILL PREVENT BATTERINGS.

   Religious beliefs do not protect women from their assaultive men. Some women find comfort and help through religious advisers. Others have been told to let the man be dominant thus prolonging their involvement in abusive situations.

7. BATTERED WOMEN ARE UNEDUCATED AND HAVE FEW JOB SKILLS.

   Battered women come from all levels of education and job training.

8. BATTERERS ARE VIOLENT IN ALL THEIR RELATIONSHIPS.

Most men (approximately 80 percent) are violent only with their wives and girlfriends. They are cognizant of the fact that violent behavior will not be tolerated in other life situations.

9. BATTERERS ARE UNSUCCESSFUL AND LACK RESOURCES TO COPE WITH THE WORLD.

Batterers also come from every socioeconomic, educational, and job training level. Many are professional men who are active in community affairs. What batterers do have in common is a lack of coping skills for dealing with stress, frustration, and anger in their lives.

10. DRINKING CAUSES BATTERING BEHAVIOR.

There is a high correlation between alcohol use and battering (approximately 70 percent); however, alcohol does not cause abusive behavior. It does serve as an excuse for violence to occur.

11. BATTERERS ARE PSYCHOPATHIC PERSONALITIES.

Batterers are often described as having "Jekyll and Hyde" personalities. They swing between being very good and being horrible. Unlike psychopaths, they do feel a sense of guilt and remorse for their actions and they would cease their violent behavior if they could.

12. THE BATTERER IS NOT A LOVING PARTNER.

Batterers are often described as fun-loving little boys when they are not being coercive. They are affectionate and sensitive to their women during one phase of the cycle of violence. This is often what fuels the hope that he will change, thereby keeping the woman in the relationship.

13. A WIFE BATTERER ALSO BEATS HIS CHILDREN.

Unfortunately this myth has some basis in fact. Approximately one-third of batterers beat their children. In another one-third of cases, battered women beat their children. All children growing up in homes where domestic violence occurs suffer psychological abuse and trauma.

14. LONG-STANDING BATTERING RELATIONSHIPS CAN CHANGE FOR THE BETTER.

Relationships based on unequal distributions of power are stubbornly resistant to change. In many instances, there is a better change that with another partner, the power structure can be reordered to provide a non-violent relationship.

15. BATTERED WOMEN DESERVE TO BE BEATEN.

No one deserves to be beaten. A related prevalent myth is that battered women provoke their men into beating them. This is not true. No one person can be responsible for another's actions. It is all too often assumed that if only a woman could change her behavior, the batterer could regain his self control; however, batterers lose self-control because of their own internal reasons not because of what their women did or did not do.

16. BATTERERS WILL CEASE THEIR VIOLENT BEHAVIOR ONCE THEY ARE MARRIED.

Battering behavior once begun escalates in frequency and severity if treatment is not obtained. In some cases, marriage is seen as license for violence to begin as it can then be construed as a private, family matter rather than a socially inappropriate one.

Adapted from "The Battered Woman"
by Lenore Walker, 1979

DOMESTIC VIOLENCE: A CONTINUUM

Domestic violence is defined as any physical or psychological abuse which occurs within a relationship. It usually begins with small, socially acceptable attempts to establish power and control and it tends to move down the continuum and get more destructive. The following continuum shows how abuse and violence progress in a relationship.

PSYCHOLOGICAL ABUSE	PHYSICAL VIOLENCE
1. Rigid Sex role requirements	1. Spitting
2. Insults, humiliation	2. Physical restraints (being held, locked, or tied up)
3. Yelling, verbal harangues	3. Pulling hair
4. Ignoring, the "silent treatment"	4. Shaking
5. Jealousy	5. Slapping
6. Fist through walls, windows, etc.	6. Punching
7. Destruction of property (furniture, personal items)	7. Kicking
8. Threats to harm self or others or to leave	8. Choking
9. Isolation	9. Burning
10. Blaming victim for violence	10. Hitting abdomen when pregnant
11. Labels ("bitch," "crazy," "whore")	11. Hitting with objects
12. Dependency (transportation)	12. Broken bones and other injuries requiring medical attention
13. Invasion of privacy (surveillance)	13. Using weapons (gun, knife)
14. Threats regarding children custody, kidnap, or kill children)	14. Attempted murder
15. Hurting children	15. Murder/Suicide
16. Threatening with weapons	
17. "You'll never get away"	

The relationship becomes increasingly based on need and fear. Because of the combination of psychological abuse and physical violence, the process contains elements of brainwashing--noncontingent violence, labeling, blaming and dependency, and eventually results in the learned helplessness of the victim. Every member of a family caught in the progression of violence suffers from its effects, with children usually carrying violence and abuse into the next generation.

As the violent relationship continues, the assaults increase in both frequently and severity. One of three things will eventually happen:

1. Separation/Divorce: Threats, abuse, and violence often continue even after divorce and future relationships often begin the cycle once more. The problem may not be solved by ending the relationship.

2. Death: The couple who remain together with no counseling become increasingly unhappy with their violent, abusive relationship. As the violence moves down the continuum, the risk to everyone involved increases and someone may eventually die as a result, either by murder or suicide.

3. Counseling or Therapy: Both victims and batterers need support and help in order to stop the pattern of abuse and violence in their relationships. For abusers who enter therapy and remain for the initial three months, changes of continuing therapy and making a significant change are excellent.

Alternatives to Domestic Violence
West 829 Broadway Avenue
Spokane, WA 99201
(509) 327-9534 (Days)
(509) 838-4428 (Nights, Weekends)

DOMESTIC VIOLENCE PREVENTION ACT

The Domestic Violence Prevention Act was enacted into law by the 1984 Washington legislature. The act has several main features:

1. It defines "domestic violence" as physical harm, bodily injury, assault, or the infliction of ear of imminent or household members. Definition also includes sexual assault of one member or household member by another.

   Family or household members include spouses, former spouses, adults related by blood or marriage, persons residing together at the present or in the past, and persons who have a child in common, regardless of prior cohabiting status.

2. It requires police to make an arrest of the "primary aggressor" when they have probable cause to believe that an assault has occurred within the preceding four hours.

3. It provides a civil procedure through which victims of domestic violence can obtain an Order of Protection. If danger is imminent or there has been recent harm or threat of bodily injury, an immediate Temporary Order of Protection may be issued. A final protective order can be issued via a hearing within 14 days of filing the petition; however, the batterer must have at least five days' notice of the hearing.

   The Order of Protection can establish temporary custody and visitation of children, exclude the batterer from the family residence, and/or prohibit further acts of violence.

   A knowing violation of the Order of Protection is a misdemeanor and triggers a mandatory arrest.

I. What is "Domestic Violence?"

A. The Domestic Violence Prevention act.

1. Defintions.

(a) Pre-1984, the key definition was "cohabitant," which required the parties to be living together as husband and wife at the present or in the past. In addition, children in common qualified a party as a cohabitant.

(b) Because of the difficulties imposed by the husband and wife rule, "cohabitant" was replaced with "family or household members."

i. Includes spouses, former spouses, adults related by blood or marriage, persons residing together at the present or in the past, and persons who have a child in common, regardless of prior cohabitating status.

(c) "Domestic Violence" means physical harm, bodily injury, assault, or the infliction of fear of imminent physical harm, bodily injury, or assault between family or household members. Definition also includes sexual assault of one member or household member by another.

(d) Crimes covered: "includes, but is not limited to."

i. Listed in RCW 10.99.

ii. Not limit to RCW charges. May include County or City ordinances as well.

iii. Must be committed by one family or household member against another.

iv. Now includes violation of no-contact, protective or restraining order, or order excluding a person from a residence.

II. Law Enforcement Responsibility

A. Mandate to law enforcement to work and cooperate with other agencies in training officers.

1. Areas of training specified--enforcement of laws, availability of community resources, and protection of the victim.

B. Primary Duty.

1. Enforce laws violated and protect victim.

C. Actual Officer Response.

1. Establish probable cause to believe a crime has occurred.

2. Shall arrest and place in custody if:

(a) Violation of order prohibiting contact;

(b) Violation of restraining or protective order by entering residence or by threat of actual harm; and

(c) Assault on spouse, former spouse, or persons residing together, past or present, within four hours.

3. May arrest in other domestic violence cases.

4. Must advise victim of his/her rights to proceed through a "citizens complain" (see Appendix B) in all cases where arrest not made.

5. Must make out a written report, regardless of decision above, and forward same to prosecutor if possible cause is present (within ten days, unless under active investigation). Report must be designated as Domestic Violence to insure proper handling.

6. Advise victim of community resources and give "hotline" notification sheet which details victim rights and resources.

7. Protect victim and preserve evidence.

8. Serve and enforce protective and restraining orders.

D. Liability restricted as to no-contact, protective, and restraining order arrests.

E. Computer entry of all no-contact and restraining orders.

F. Statewide jurisdiction.

III. Prosecutor Responsibility

A. Notification.

1. Must advise victim of decision as to prosecution after receipt of report.

(a) Practically, decision to prosecute communicated to the victim by Law Enforcement (arrest, citation, detective contact).

(b) If decision made not to proceed, must advise victim and explain alternative avenues available (citizens complaint procedure, Appendix B).

B. Prosecutor shall bring contempt action if victim indigent and the offender violates a protective order.

C. Prosecutor's Role in Spokane County.

1. Works closely with the YWCA Domestic Violence Program.

2. Screens all incoming Domestic Violence reports.

3. Makes initial contact (through Domestic Violence advocates working within the Prosecutor's Office).

(a) Domestic Violence advocate explains criminal system to victim.

(b) Coordinates specific needs of victim with assigned prosecutor.

(c) Assists in obtaining "no contact" order (Appendix C).

(d) Sends out "alternatives" pamphlet and letter explaining how to proceed, depending on wishes of victim (Appendix D).

(e) Ascertains needs of individuals form third person perspectives to assist both victim and prosecutor as case progresses.

4. Special handling of Domestic Violence Cases coordinated with the YWCA Domestic Violence program in all phases of prosecution.

5. Responds to needs/concerns/requests of victims directly.

6. Deputy Prosecutor assigned specifically to monitor and supervise handling of Domestic Violence Cases (in addition to regular duties).

IV. Responsibilities of the Courts

A. Protective Order. 1984 Washington Laws Chapter 263 Sections 1-17:

1. Must allege domestic violence as defined above.

2. $20 filing fee (may petition for informa pauperis and the court is required to provide forms and assistance).

3. May petition for temporary 14-day order if:

   (a) Likelihood irreparable harm--recent threat of bodily injury or domestic violence. (NOTE: recent seems to be the only additional requirement.)

   (b) Can be obtained ex parte without notice.

   (c) Temporary 14-day protective order will:

      i. Restrain from domestic violence.

      ii. Exclude from residence.

      iii. Restrain from interference with custody.

4. Final protective order:

   (a) Hearing with 14-days of filing of the petition but there must be at least 5 days' notice to respondent.

   (b) Protective order may:

      i. Restrain from domestic violence.

      ii. Exclude from the residence.

      iii. Establish temporary custody and visitation.

      iv. Require treatment.

      v. Provide other relief for protection including directives to officers.

      vi. Direct payment of costs.

      vii. Order to be recorded in law enforcement computer.

5. Knowing violation of provisions is misdemeanor and triggers mandatory arrest.

6. Violation of any provision is contempt of court and may be a misdemeanor. See Section 12(1): Violation of restraining provisions is a misdemeanor. Compare RCW 26.09.300(1) restraining order violation is misdemeanor only if violation is an "act or threat of violence" or an entry into residence.

7. District court or municipal only if no superior court filing under RCW 26.09.300(1) or no child custody or visitation contest. District or municipal protective order valid until superseded by superior court.

8. Protective orders valid for one year.

9. No bond required and venus (place of filing) is county of residence or county where victim runs to avoid the abuse.

B. Order prohibiting contact. RCW 10.99.010 et seq:

1. Must have criminal charge (any crime) between family or household members.

2. Order prohibiting contact issued in court prior to release. Compare a condition of release of no contact.

3. May prohibit contact and require weapons to be turned in.

4. Willful violation is a misdemeanor and triggers mandatory arrest. Compare knowing violation for other orders.

5. Requires Listing on law enforcement computer.

C. Restraining order. RCW 26.09 et seq:

1. Available after filing case to change marital status (i.e., dissolution).

2. May get temporary order without notice if can show irreparable harm.

3. The order may:

(a) Set maintenance and/or support.

(b) Restrain from tampering with property.

(c) Restrain from disturbing the peace of the other parties or children (surrender weapons).

(d) Restrain from entering residence.

(e) Restrain from removing child from jurisdiction.

(f) May require recording on law enforcement computer.

4. Knowing violation of provision excluding from residence or provision restraining for acts or threats of violence is misdemeanor and triggers mandatory arrest.

(a) Deemed to have "notice," compare knowing if:

i. Attorney signed order (questionable).

ii. Order recites person or attorney appeared.

iii. Order served.

iv. Peace officer reads or hands a certified copy.

(b) Existence of order verified by law enforcement (presumably the computer) or by certified copy.

V. Violations

A. Violations of no-contact, protective, or restraining order is misdemeanor.

B. Arrest powers under RCW 10.31.100 broadened to include:

1. Violations of no-contact, protective, or restraining orders.

2. Arrests up to four hours after a Domestic Violence incident, based upon probable cause to believe defendant responsible now authorized.

(a) Liability restricted if arrest in good faith and without malice.

D. Violation is <u>both</u> a crime and contempt.

VI. Community Responsibility

A. Encourage victim to contact police and request "no contact" protection if appropriate.

B. Contact YWCA Domestic Violence program for professional assistance.

C. Contact prosecutor if in a "holding pattern," either through YWCA or directly.

D. Do your part to change society's acceptance of Domestic Violence and educate others.

SPOUSE ABUSE

ANSWER KEY I

1. generation, generation

2. learned

3. abused, abused (beat)

4. pregnancy

5. Battering

6. self-esteem

7. The batterer:

   - o has a slow self-esteem.
   - o needs to control and isolate his/her spouse.
   - o has a "Dr. Jekyll and Mr. Hyde" personality.
   - o comes from a family with a history of violence; was an abused/neglected child and/or his/her father beat his/her mother.
   - o may be more violent when his wife is pregnant.
   - o blames others for his/her actions.
   - o believes in male supremacy and the stereotyped masculine role in the family.
   - o has low tolerance of stress.
   - o is extremely jealous.
   - o other.

8.
   - o She fears him and believes police and courts offer no protection.
   - o She is economically dependent.
   - o She loves him.
   - o He is her only support system psychologically; he has destroyed her friendships.
   - o She fears loneliness.
   - o She is convinced this is the last time he will beat her; he will change.
   - o She is embarrassed to admit being battered because others cannot understand her staying in the situation.
   - o Arrested batterers are usually released immediately to return and take revenge.
   - o Religious and cultural beliefs are to maintain the facade of a good marriage.
   - o She does not know services are available and feels trapped.
   - o Neighbors report it, but he may take it out on her; so she will not admit being battered when police arrive.
   - o She stays because she believes a bad husband/father is better than no husband/father or he threatens to abuse the children or have them taken away from her.

- o Her father beat her mother so she does not know things can be different.
- o She believes outsiders should not get involved in family matters.
- o She is afraid that her husband will lose his job, their only source of income.
- o She believes that the battering will stop if she improves or stops making mistakes.
- o She believes his reasoning that she deserves the beating or that he was too drunk to know what he was doing.
- o He may be highly respected so she is not taken seriously; he is only violent with her.
- o Relatives get tired of helping her out so they are no longer resources where she can go.
- o She has feelings of low self-esteem.
- o She does not know she has the right not to be beaten.

9. Phase I--Tension building
   Phase II--Assault
   Phase III--Honeymoon

10. o She fears the next beating may be fatal.
    o He is abusing the children.
    o She has learned about a shelter.
    o She knows another woman who escaped and it gives her courage.
    o Other

11. o Public awareness
    o Education
    o Other

12. o Alternative to Domestic Violence
    o Child Protection Services
    o Police Department
    o Other

13. o Alternative to Domestic Violence
    o Someone's home not known to the batterer
    o Other

Adapted from:
Consumer and Homemaking Curriculum. Human Development Series: Prevention of Domestic Violence. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

V307QB12

THE CYCLE THEORY OF VIOLENCE

In describing the cycle of violence, it is helpful to view it as a three stage process which repeats itself.

The first stage is the tension-building phase. Stress and tension levels mount to the point where both the man and the woman know that violence is imminent. A violent explosion is then triggered, usually by some seemingly insignificant event.

The explosion is the second stage and may be comprised of psychological abuse, physical assaults, sexual abuse, or combinations of the three. Following this, stress and tension levels drop sharply and the batterer may experience feelings of guilt and remorse.

In the third stage, the "honeymoon," the batterer may apologize or attempt to make up for his behavior by being "sweet," buying the woman gifts (flowers are common), or working extra hard to ensure harmony in the relationship. Some batterers may act as through nothing at all happened. These periods are described as the best times in the relationship. They given the woman hope that her man will change and someday be like this all the time. However, the "honeymoon" does not last.

Stress and tension again begin to build, leading into the first stage described. The batterer at this point sees himself as the victim and blames his feelings of frustration on the woman. He tells himself, and her, that if only she would behave in some different way he would not lose control, thus shifting responsibility for the violence onto the woman. Eventually another explosion occurs and the cycle is repeated.

A useful diagram for visualizing the cycle is presented below:

Explosion/Assault
"Punisher"

Trigger _____

Guilt and Remorse

Blaming
"Victim"

Honeymoon
"Rescuer"

The cycle may take months to complete. In the severest cases it occurs on a daily basis, with the honeymoon period becoming abbreviated to the point of nonexistence and with rapid shifts occurring between the blaming and the punishing stages.

Adapted from "The Battered Woman"
by Lenore Walker, 1979

PROFILE OF A BATTERED WOMAN

1. Has been a victim of childhood violence--physical, psychological, or sexual abuse.
2. Has low self-esteem.
3. Is depressed and feels helpless.
4. Suffers from guilt and denies or distorts her fear and anger.
5. Accepts responsibility for the batterers actions.
6. Is isolated and fears being alone.
7. Is very dependent upon partner to have needs fulfilled.
8. Lacks assertive skills but has inner strength.
9. Has rigid role expectations.
10. Comes from any racial, economic, age, educational, or religious background.
11. Has a very limited, or no, support system.
12. Has poor self-care capabilities.

PROFILE OF A BATTERER

1. Has been a victim of childhood violence--physical, psychological, or sexual abuse.
2. Has low self-esteem.
3. Has difficulty identifying and expressing feelings other than anger.
4. Minimizes and denies behavior--blames others.
5. Forms intense, dependent relationships--is very dependent on partner to have needs fulfilled.
6. Has poor impulse control.
7. Often uses drugs or alcohol excessively.
8. Is isolated and fears being alone.
9. Lacks assertive skills but has inner strength.
10. Has rigid role expectations.
11. Is possessive and excessively jealous.
12. Needs to control partner's behavior.
13. Comes from any racial, economic, age, educational, or religious background.
14. Has a very limited, or no, support system.
15. Has poor self-care capabilities.

SPOUSE ABUSE

REVIEW

Directions: Answer the following completion questions by filling in the blank with the correct word or words.

1. Violence usually passes from _____ to _____.
2. Violence is a _____ behavior.
3. Batterers were either _____ as children or their fathers _____ their mothers.
4. Women are sometimes beaten for the first time during their first _____.
5. _____ is the single major cause of injury to women.
6. Both a battered woman and batterer usually have low _____.
7. List four characteristics of a batterer.
8. Name four reasons battered women usually stay with their batterers.
9. Name the three phases of the battering cycle.
10. What are two reasons a battered woman finally leaves?
11. Prevention is the best way to deal with domestic violence. Name two ways to break the battering cycle.
12. Name two organizations you can go to for assistance if you are in a violent relationship.
13. What is the best safe place to go if you are battered?

Adapted from:
Consumer and Homemaking Curriculum. Human Development Series: Prevention of Domestic Violence. Jefferson County Public Schools and the Kentucky Department of Education, 1985.

SECTION 5

RESOURCES AND ACKNOWLEDGEMENTS

TEACHING THINKING\CRITICAL THINKING IN THE HIGH SCHOOL HOME ECONOMICS CLASSROOM
(a selected bibliography)

"Critical and Creative Thinking: The Classroom Challenge", Illinois Teacher of Home Economics, Vol. XXX #4, March/April 1987.

The approach of a Home Economics Middle School teacher Dana Kowalczyk, describes creating a "**liberatory environment**" for her classroom and students. The author summarizes her problem-centered classroom focus, the role of the teacher in creating this "**liberatory**" environment, barriers and challenges to building this environment.

"Common Sense About Teaching Thinking Skills", Educational Leadership, Nov. 1983.

The author challenges K-12 teachers to present lessons that require students to analyze and judge the accuracy of evidence, the logic of arguments, etc. Dr. Beyer proceeds to present 4 basic principles of teaching thinking skills-SYSTEMATIC, DIRECT, INTEGRATED, AND DEVELOPMENTAL and extensively discusses each concluding with what a curriculum should do.

"Developing Critical Thinking Through the Use of the Synectics Teaching Model", Illinois Teacher of Home Economics, Mar/April 1987 pp. 154-155.

The author shares a model on Synectics she adapted for a class she taught on Family & Communication to promote understanding of family relationships. The movie "Ordinary People" was used as the base for the synectics model to assist in understanding how the characters in the movie felt. The rationale for the model according to Stark, is that the teacher becomes less of an authoritarian figure and encourages students to become creative thinkers. Stark feels synectics can be used from kindergarten to the college level with success.

"Helping Students Learn to Think, or the Purpose of the Muffin Lesson", Illinois Teacher of Home Economics, Jan/Feb 1986.

Author Spitze compares the environment for teaching a "muffin" lesson in two different home economics classrooms. The classroom promoting thinking skills clearly stands out. This brief article also includes samples of questions asked

"A Holistic Approach to Improve Thinking Skills", Phi Delta Kappan, November 1985.

The "Paired" problem-solving techniques for thinking is one idea in this comprehensive article on thinking. On the "Paired" approach, one student acts as the problem-solver, and another the monitor, and reasons must be given for choosing on answer over another. The monitor can challenge what is said.

"How Can We Recognize Improved Student Thinking", DEVELOPING MINDS, ASCD YEARBOOK 1985.

This article focuses on evaluation of improved thinking via indicators. A list of ten (10) "Indicators of Growth", as well as a brief explanation for students is presented by author Costa.

"Improving Thinking Skills-Practical Approaches", Phi Delta Kappan, April 1984.

In this article, Dr. Beyer presents and compares in detail the components of the more complex thinking skills of problem-solving, decision-making, and critical thinking. His article discusses thinking skill components and several teaching strategies for teaching thinking skills.

"A Problem-Solving Approach to Integrating Essential Concepts", Journal for Home Economics, Fall 1987, pp. 7-11.

The main premise of this article is that home economics students must "be able to function as team members in the work or work and they do not require a sizable body of knowledge in all subject areas."

The authors state that home economics students"...do require the ability to define the problem, identify the information needs and seek a solution in terms of personal or human resource application."

[NOTE: p. 10-11 on specific problem-solving approaches in the home economics classroom.]

"The Problem-Solving Process" (chapt 4) RESOURCES FOR LIVING, (High School Text) EMC Publishing, St. Paul, Minnesota, 1987.

The first pages of Chapter 4 in this high school home economics text introduces the step-by-step process of problem-solving.

"Questions to Promote Thinking" Journal of VocEd, June 1982.

This brief article identifies and differentiates the different types of questions that can be used to promote thinking skills and gives general suggestions as when they might be used.

"Relationships-Decisions Through the Life Cycle; A Course to Stimulate Thinking Skills", Teacher of Home Economics, Mar/April 1987.

The author, a Home Economics teacher described a high school course in relationships she taught which heavily utilized thinking and decision-making simulations.

"Teacher Behaviors that Enable Student Thinking", DEVELOPING MINDS, ASCD YEARBOOK (A RESOURCE FOR TEACHING THINKING) 1985.

The author, Costa, focuses on 4 major categories of teacher behaviors that "invite, maintain, and enhance students' behaviors in the classroom,." These categories are:

QUESTIONING, STRUCTURING FOR CLASSROOM THINKING, RESPONDING, and MODELING.

The article proceeds to discuss at length each of these components with clear and specific guidelines for each.

"Teaching Critical Thinking in Home Economics: Frontiers To Be Conquered", Illinois Teacher of Home Economics, March/April 1983.

Author Kinsey Green provides a variety for examples and ideas for teaching thinking in different ways (and in different subject matter) in home economics. She addressed specifically the weighing of evidence and developing student skills to detect mistakes in reasoning.

"Techniques for Teaching Thinking" (Entire Issue) Tips and topics for Home Economics, vol XXV, No. 1, Fall 1984.

The entire issue provides samples of high school home economics thinking strategies through problem-solving "work sheets" SQ4R system and the inquiry model-to generate techniques for teaching thinking.

"Techniques for Teaching Thinking", Tips and Topics in Home Economics, Vol XXV, No. 1 Fall 1984.

The entire issue focusses on a potpourri of techniques and ideas for teaching thinking through inquiry, problem-solving, reflective thinking, and creative thinking in home economics.

"Think for Yourself", Forecast for the Home Economist, March 1987.

The author promotes the idea that home economics with its reality-based issues focusing on families is ideal for teaching thinking and critical-thinking teaching skills. discussed throughout is the Ohio curriculum guide that focuses on "practical problems." Examples are given such as "WHAT TO DO REGARDING ECONOMICS AND MANAGING RESOURCES", etc, etc. Another teaching technique suggested is the use of 4X6 cards for student feedback, having the students write down assessments and interpretations of what happened each class session, and turn them in at the end of class.

"Thinking: A Lifeskill Resource", Illinois Teacher of Home Economics, Nov/Dec 1983.

This article provides specific high school home economics classroom thinking ideas for strengthening observation. It provides sample classroom exercises for data-collection skills, recalling/inferring, and questioning/concluding--all of which are strategies and exercises in the development of thinking skills.

"Why in the World: Using Television to Develop Critical Thinking Skills", Phi Delta Kappan, June 1983.

This article uses the "Why in the World" PBS T.V. series which portrays current events to stimulate critical thinking in high school students. The article focuses on 7 facets of critical analysis and on teaching strategies for each when using a T.V. program (or series) to teach thinking. Three of the strategies are to be used immediately after viewing the T.V. program.The next two steps call for supplemental research, and the last steps lead to hypothesis-building and projecting.

Compiled by Dr. Jane Roberts, Western Washington University.

LESSON ISSUE:

TOPIC (SOMETHING TO **THINK** ABOUT):

SUGGESTED OBJECTIVE:

LEADERSHIP SKILLS:	EVALUATION TECHNIQUES:

SOMETHING TO **THINK** WITH: (Resources)	
SOME WAYS TO USE **THINKING** (Process-Activities)	
FURTHER **ACTIONS** TO TAKE: (Extended learnings, POWER OF ONE, homework, community service)	

CURRICULUM TEAM MEMBERS

The curriculum team met three times during the year to develop the philosophy and format for these materials. During the June 1989 session, they worked four full days and most evenings to select the collection of lesson plans and learning resources. The breadth and depth of teaching experience shared by the team members as well as their creative and innovative vision of the future resulted in this unique guide.

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